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ABSTRACT

One in a series of curriculum documents in career education, this manual provides plans, resources, and materials for training counselors and teachers to provide sex fair career counseling and programs. Objectives for a workshop are presented, and directions, including a flow chart, are given for its preparation. These are followed by detailed workshop plans for conducting eight hours of training (in either one, two, or four sessions) on the following topics: Legislation; sex fair tests, texts, and occupational information; and techniques and resources for programs. Media resources and extensive materials resources are listed with company or organization names, addresses, and publication titles (plus cost, if any). Also listed are names and addresses of inservice trainers or organizations and persons able to assist in securing qualified trainers. These are given by region and individual States, with a special page devoted to trainers located in New Jersey. Attitude exploration activities are presented, along with guidelines for assessing sex bias in career interest inventories and in educational materials. New Jersey equal education legislation is appended as well as excerpts from the 1974 Federal Register outlining Federal rules and regulations on educational programs and sex nondiscrimination. Suggested questions for evaluating a workshop conclude the manual. (BL)

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ED140061

State of New Jersey
Department of Education
Division of Vocational Education

Workshop in Providing Equal Career Opportunities

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PREFACE

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

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INTRODUCTION

Workshop in Providing Equal Career Opportunity provides a step-by-step procedure for training counselors and teachers to provide sex fair career counseling and programs. With new federal and state equal education legislation, affirmative action legislation, and the increasing demand of 51% of the population for equal career opportunities, it becomes imperative that counselors and teachers gain proficiency in helping young persons overcome sex role stereotyping in career selection.

This manual provides plans, resources and materials for an eight-hour training session. It is suggested that one eight-hour session be held. A full day meeting provides continuity of program and ensures full attendance for the eight hours of training. However, two alternate plans are included if a full day session is not feasible: four two-hour sessions or two four-hour sessions.

Areas to be covered in the Workshop programs are: *LEGISLATION*--Counselors and teachers will have an opportunity to become familiar with equal education legislation (Federal Title IX) and its impact on career education and career guidance. *SEX FAIR TESTS, TEXTS, OCCUPA--TIONAL INFORMATION*--Guidelines for sex fair tests, texts and other materials will be presented and discussed with emphasis on implementation. *PROGRAMS/TECHNIQUES AND RESOURCES*--The major thrust of the Workshop will be developing programs for providing sex fair counseling and information to all students. Included in the manual are suggested programs and techniques as well as listing of resource personnel and materials.

WORKSHOP OBJECTIVES

By the end of the workshop, educators will be able to:

1. Identify need and rational for providing sex-fair career guidance.

2. Identify equal rights legislation and its impact on educational programs including but not limited to:

   --career education programs
   --educational counseling
   --career counseling
   --occupational information
   --career/interest assessment materials
   --vocational training programs

3. Develop programs to provide all students with information and role models of both sexes working in previously non-traditional careers.

4. Discuss and implement guidelines for evaluating occupational information for sex bias.

5. Discuss and implement guidelines for evaluating career/interest assessment instruments for sex bias.

6. Identify resource personnel and materials to be utilized in sex fair career programs and counseling.

PREPARATION FOR WORKSHOP

1. Identify need in school system

2. Prepare or select Workshop objectives and plans

3. Secure administration approval for workshop

4. Identify target population

5. Establish criteria for participant selection--whom to select if more than 30 apply--suggestions:

   --male/female balance
   --one from each school or area
   --elementary vs. secondary balance

6. Establish date and time--suggested workshop time is one eight-hour day with 30 to 45 minutes for lunch or to coincide with normal school day.

7. Arrange for in-guide or continuing education credit from a college, if available.

8. Secure facilities for workshop--preferably large room with space for small groups and media presentations

9. Prepare workshop announcements

10. Send announcements

11. Arrange for meals/refreshments as necessary
    NOTE: If lunch is included, have it served on premises to save time

12. Contact resource personnel to direct workshop

13. Select participants--no more than 30

14. Arrange for substitute coverage if necessary

15. Notify participants of acceptance. Request each participant bring a sample of career information material used.

16. Arrange for necessary A.V. materials

17. Collect materials for distribution to participants

18. Prepare press release for local newspaper

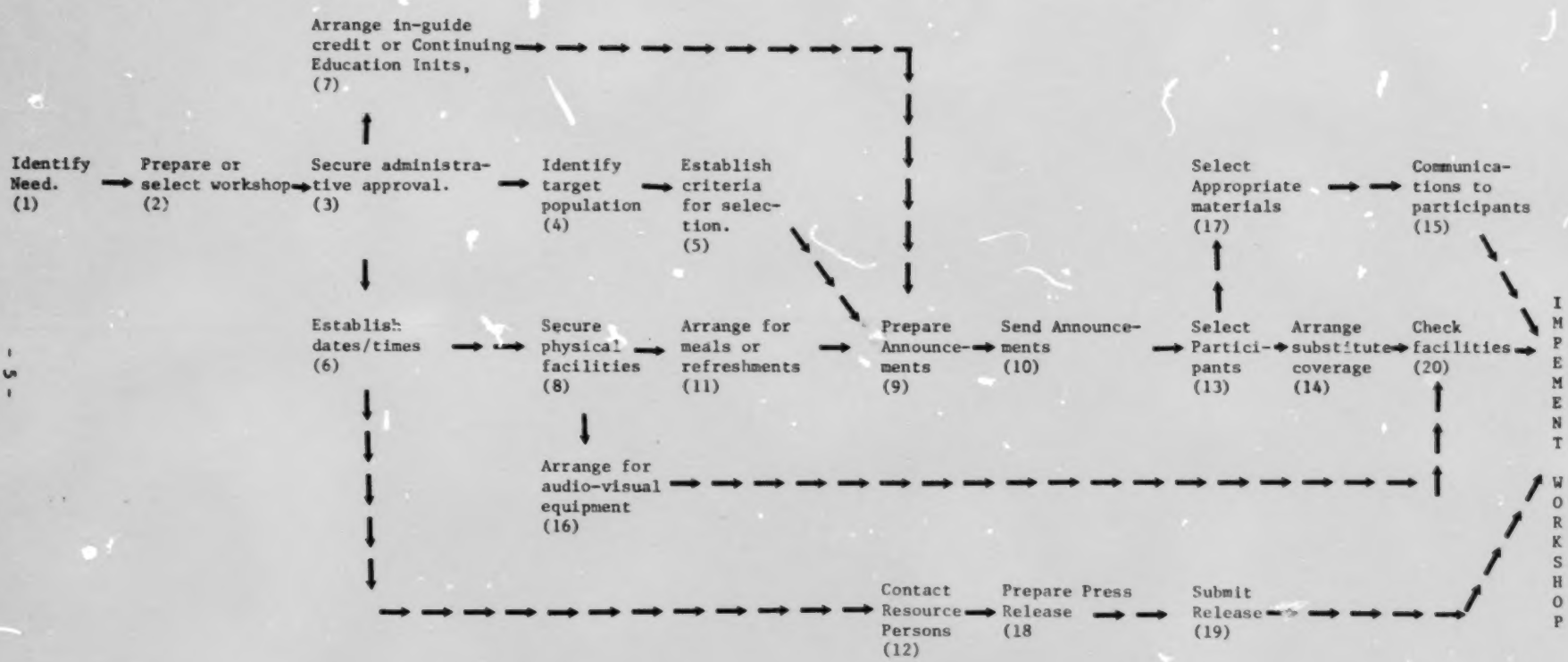
19. Prepare evaluation form

20. Check facility and media arrangements

21. Implement Workshop

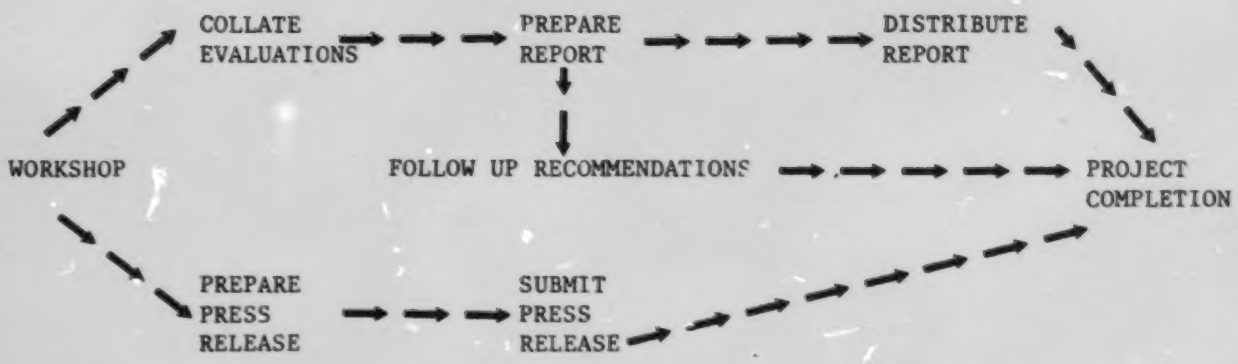
PREPARATION FOR WORKSHOP

FLOW CHART OF ACTIVITIES


Identify Need. (1)
Prepare or select workshop (2)
Secure administrative approval. (3)
Arrange in-guide credit or Continuing Education Inits, (7)
Identify target population (4)
Establish criteria for selection. (5)
Establish dates/times (6)
Secure physical facilities (8)
Arrange for meals or refreshments (11)
Arrange for audio-visual equipment (16)
Prepare Announcements (9)
Send Announcements (10)
Contact Resource Persons (12)
Prepare Press Release (18
Select Participants (13)
Select Appropriate materials (17)
Arrange substitute coverage (14)
Submit Release (19)
Communications to participants (15)
Check facilities (20)
IMPLEMENT WORKSHOP

POST WORKSHOP ACTIVITIES

1. Collate evaluations
2. Prepare press release
3. Distribute press release to local media
4. Prepare report
5. Distribute report to educational participants, resource persons and appropriate administrators
6. Follow-up on suggestions and recommendations of participants



WORKSHOP PLANS

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

TYPE: One 8-hour

OBJECTIVE	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
	Registration	Participants secure name tags and sign in.	5 min.	Prepared name tags Blank name tags Marking pens Sign in sheet for name and department or school	Registration should occur as participants arrive. Be prepared for early arrivals
	Welcome	Welcome by Superintendent, Principal, Workshop Director, or other appropriate person.	5 min.		
	Introduction of participants	Participants introduce themselves with name and area of responsibility. Have them comment on why enrolled or what they hope to gain from the workshop.	10 min.		
	Outline course objectives schedule	Workshop director should discuss Workshop objectives and Workshop schedule. Ask for comments.	10 min.		
	Attitude Assessment Questionnaire	Administer and score attitudes questionnaire.	30 min.	Attitude questionnaire See Appendix B	Questionnaires should be kept by participants
#1	Discussion	Where do you see examples of sex bias in your school?	30 min.		
#1	Awareness of Sexism	Show film and discuss	45 min.	Film "A Chance To Choose" See Appendix A Discussion guide Appendix A	
	COFFEE BREAK	----------	15 min.		
#2	Legislation and its implications	Presentation	30 min.	See Appendix C for possible sources of speakers	
#2		Questions and discussion from participants. Speaker might cite some examples.	30 min.	See Appendix C for further information about the law	
#4	Guidelines for evaluating bias of career and other material.	Using guidelines, discuss what to look for when evaluating material.	30 min.	Scott Foresman Guidelines, See Appendix F	
	LUNCH	----------	30 min.	Lunch should be served on premises	

TYPE: One 8-hour

OBJECTIVE	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
#4 & #6	Perusual of non-sex biased materials	Have materials displayed on table. Have bibliographies available.	30 min.	See Appendix D for listing of possible materials	
#4 & #6	Discuss displayed materials.	Begin to discuss ways of using displayed materials. Identify sexism in materials currently being used.	15 min.		
#5	Guidelines for eliminating sex bias in educational materials.	Have participants evaluate material brought according to guidelines.	45 min.		Evaluation of material could be done in small groups.
#5	Guidelines for sex bias in interest inventories.	Discuss guidelines and cite test which are and are not sex biased.	30 min.		
#3 &	Programs & Techniques	In groups, identify additional techniques and resources to help provide sex fair career education.	60 min.		Groups can be broken up by grade level or by teachers/ counselor. Groups should be no larger than 10
	Summation	Recorder in each group report to large groups.	20 min.		
	Workshop Evaluation	Participants fill out workshop evaluations.	10 min.	Evaluation forms See Appendix H	

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

TYPE: Four 2-hour

OBJECTIVES	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
Session 1 #	Registration	Participants secure name tags and sign in.	5 min.	Prepared name tags Blank name tags Marking pens Sing in sheet for name and department or school	Registration should occur as participants arrive. Be prepared for early arrival.
	Welcome	Welcome by Superintendent, principal, workshop director, or other appropriate person.	5 min.		
	Introduction of participants	Participants introduce themselves with name and area of responsibility. Have them comment on why enrolled or what they hope to gain from the workshop.	10 min.		
	Outline course objectives and schedule.	Workshop director should discuss Workshop objectives and discuss Workshop schedule. Ask for comments.	10 min.		
#1	Examples of sexism in career choice.	Film presentation and discussion.	30 min.	"A Chance To Choose" See Appendix A for discussion guide	
#1	Identification of sex bias	In small groups, identify instances of sex bias and discrimination.	30 min.		Break into small groups for 25 minutes. Have groups report at end.
#1	Attitude Assessment	Administer and score questionnaire.	30 min.	Questionnaire See Appendix B	Homework: Identify additional examples of bias and discrimination.
Session 2 #1	Identification of sex bias.	Report on instances of bias/ discrimination encountered (homework)	15 min.		
#2	Legislation and its implications for education.	a--Speaker presentation b--Discussion and questions	a--30 min. b--75 min.	See Appendix C for possible sources of speakers Distribute appropriate resources from Appendix D	
Session 3 #4	Guidelines for evaluating bias of careers and other material.	Using guidelines; discuss what to look for when evaluating material. In small groups, have participants evaluate material brought for sex bias.	60 min.	Scott Foresman Guidelines in Appendix F	

TYPE: Four 2-hour

OBJECTIVES	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
#4 & #6	Perusual of non-sex biased materials	Have materials displayed on table Have bibliographies available.	20 min.	See Appendix D for listing of possible materials	
#4 & #5	Guideline for evaluating sex bias in test material	Distribute and discuss Guidelines and research on tests.	40 min.	See Appendix E for guidelines and research	
Session 4 #3 &	Programs & Techniques	In small groups, identify techniques and resources to help provide sex fair career education	60 min.		Groups can be broken up by grade level or some other means but should be no larger than 10.
	Summation	Recorder in each group report to large groups.	20 min.		
	Workshop Evaluation	Participants fill out workshop evaluations.	10 min.	Evaluation forms See Appendix H	

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

TYPE: Two 4-hour

	OBJECTIVE	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
Session 1		Registration	Participants secure name tags and sign in.	5 min.	Prepared name tags Blank name tags Marking pens Sign in sheet for name and department or school	Registration should occur as participants arrive. Be prepared for early arrival
		Welcome	Welcome by Superintendent, Principal, Workshop Director, or other appropriate person.	5 min.		
		Introduction of Participants	Participants introduce themselves with name and area of responsibility Have them comment on why enrolled or what they hope to gain from the workshop.	10 min.		
		Outline of course objectives and schedule	Workshop director should discuss Workshop objectives and discuss Workshop schedule. Ask for comments.	10 min.		
		Attitude Assessment Questionnaire	Administer and score attitudes	30 min.	Attitude questionnaire See Appendix B	Questionnaires should be kept by participants.
		Awareness of Sexism	Show film and discuss	30 min.	See Appendix A for films	
	#1	Identification of instances of discrimination in school.	As a large group, identify and record on chart areas of discrimination in education.	15 min.	Chart and marking pen	
		COFFEE BREAK	----------	15 min.		
	#2	Title IX legislation and its implications	Presentation Discussion	30 min.		
	#2	Employers Affirmative Action Needs	Presentation Discussion	45 min.		
		Summary of Day		15 min.		
Session 2		Review of previous session		15 min.		
	#4	Filmstrip-Sex Fair Materials	View and discuss slide presentation.	25 min.	"Dick and Jane as Victims" See Appendix A for information	

TYPE: Two 4-hour

OBJECTIVE	TOPIC	PROCEDURES/METHODS	TIME	MATERIALS/RESOURCES	COMMENTS
#4 & #5	Guidelines for Sex Fair Tests and Materials	Distribute and discuss Guidelines for Sex Bias in Career Interest Surveys. Identify tests that are and are not sex biased. Discuss guidelines for evaluating occupational information for sex bias.	30 min.	Sample tests Guidelines for Sex Bias in Career Interest Surveys See Appendix F	
#4	Perusual of non sex biased materials	Have materials displayed on table. Have bibliographies available.	30 min.	See Appendix D for listing of possible materials	
#3 & #6	Program and Techniques	Panel of persons	30 min.	See Appendix C for sources of presentors	
#3 & #6	Programs and Techniques	Small group discussion of programs and activities.	75 min.		
	Summation	Recorder in each group report to large groups.	20 min.		
	Evaluation	Participants fill out workshop evaluations.	15 min.	Evaluation forms See Appendix H	

APPENDIX

APPENDIX "A"

MEDIA RESOURCES

APPENDIX A

MEDIA RESOURCES

Sex Role Stereotyping in Counseling:

"A Chance To Choose"

A.P.G.A.
1607 New Hampshire Avenue N.W.
Washington, D.C. 20006

Sex Role Stereotyping in Textbooks:

1. "Dick and Jane as Victims" ($40.00 rental, 20 min.)

   Women on Words and Images
   Box 2163
   Princeton, New Jersey 08540

   OR

   25 Cleveland Lane
   R.D. #4
   Princeton, New Jersey 08540

2. "Dick and Jane Receive a Lesson in Sex Discrimination"

   Corrine Perkins
   815 Oakcrest Avenue
   Iowa City, Iowa 52250 (write for information)

3. "The Girls Corner: Textbooks and Options"--with tapes
   Six different slide shows each 30 min. and music

   a. Introduction
   b. Math Books
   c. Readers
   d. Social Studies Books
   e. Science Books
   f. Spelling Books

   Lenore Weitzman
   University of California
   Sociology Department
   Davis, California (write for information)

4. "This Book is Rated S* (* Sexist) ($15.00 rental)

   Fort Worth Education Task Force
   Berry Block
   2619 Hartford Drive
   Fort Worth, Texas 76109

Media Resources continued:

Development of Sex Role Stereotyping: ($60.00 rental)

1. "Growing Up Female: As Six Becomes One" ($60.00 rental)

   New Day Films
   267 West 25th Street
   New York, New York 10001

2. "Masculine or Feminine Your Role in Society"

   Coronet
   65 East South Walter Street
   Chicago, Illinois 60601

APPENDIX A-1

"A CHANCE TO CHOOSE"

Discussion Guide

1. What kind of attitudes did the research indicate counselors had about sex roles?

2. How could you account for the differences in numbers of female doctors, lawyers and engineers in this county compared to other countries cited?

3. Why is it important to have equal representation of minorities and women in all career material?

4. What effect do biased forms of career interest inventories have on students?

5. What parts of this filmstrip are reflected in your counseling office or in your materials?

6. What must counselors do to counteract sex bias in counseling?

APPENDIX "B"

ATTITUDE EXPLORATION ACTIVITIES

APPENDIX B-1

SELF EVALUATION

Do you ask boys to do heavy work and to perform executive duties in the classroom, and girls to do light work and secretarial chores?

_____YES _____NO

Do you pity girls who are unable or unwilling to be fashionable?

_____YES _____NO

Do you call special attention to girls who are unable or unwilling to be athletic?

_____YES _____NO

Do you call special attention to boys who are athletic?

_____YES _____NO

Do you react negatively to boys who have long hair or wear earrings, or do you react negatively to girls who wear slacks?

_____YES _____NO

Do you plan different activities or different adaptations of the same activity for boys and for girls?

_____YES _____NO

Do the lessons you use include more exciting role models for boys than for girls? Do they stereotype women as housewives, mothers or workers in menial or supportive positions?

_____YES _____NO

Do you sometimes say, "Boys shouldn't hit girls," or "Ladies don't talk that way," or "Ladies before gentlemen"?

_____YES _____NO

Do you expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls?

_____YES _____NO

Do you feel it is more important to help boys sort out career options than to help girls do the same?

_____YES _____NO

From the Gibbons School, New Brunswick

APPENDIX B-2

WOMAN IN FLUX

A Survey of Sex Role Attitudes

The following survey attempts to investigate attitudes toward women.

General Directions

1. Circle correct answer on separate answer sheet.
2. Do not write in space for score.
3. You will score your own survey according to directions given at completion of survey.

Directions for marking your answers:

The survey consists of 68 statements. You are to react to *each* statement, indicating degree of support or non-support.

The scale and its interpretation is as follows:

IBM CODE	RESPONSE SCALE	INTERPRETATION
A	Strongly Agree (SA)	Indicates a concerned, strong, positive feeling about the statement.
B	Mildly Agree (MA)	Indicates less concern, but still a positive feeling about statement.
C	Equally Agree and Disagree (EAD)	Indicates an ambivalent feeling about the statement, to which you cannot give direction.
D	Mildly Disagree (MD)	Indicates less concern, but still a negative feeling about the statement.
E	Strongly Disagree (SD)	Indicates a concerned, strong, negative feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them.

1. Nurturance and concern for others are equally important for men and women.

2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.

3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.

4. Any woman, married or single, should receive the same pay for a particular job as a man would.

5. A girl's college education is more often wasted than a boy's.

6. Women tend to respond emotionally, men by thinking.

7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for professions, are beneficial recommendations.

8. Physical care of aging parents should more often be the daughter's responsibility.

9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their family.

10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service.

11. There should be a sex advantage for boys, other things being equal, on the granting of graduate fellowships.

12. Women with ability should feel a responsibility for using their talents for the betterment of mankind.

13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.

14. Men are meant to lead, and women, except in extreme circumstances, to follow.

15. A married woman with pre-school age children is justified in working simply because she wants to.

16. True love for her family and an active concern for mankind are inseparable for a married women.

17. Many emotional and adjustment problems in children are primarily due to working mothers.

18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.

19. A woman should interrupt her college education to put her husband through school.

20. Choice of college is not as important for a girl as for a boy.

21. Many women have a responsibility to put their humanizing talents to work outside the home.

22. Marriage and children should take precedence over everything else in a married woman's life.

23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.

24. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school age boys.

25. Women who work are taking jobs away from men.

26. As a general rule, women tend to minimize their abilities.

27. Courses in math and physics should be considered by more girls than are considering them today.

28. Most women tend to lose their femininity when they perform jobs usually executed by men.

29. The fact that her husband will have additional home responsibilities should not deter married woman from working.

30. The emphasis on beauty and desirability tend to encourage a premature concern about marriage among our teen aged girls.

31. Mothers of children under three should not work either full or part-time unless there is a serious economic necessity for so doing.

32. A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system.

33. Going to college to get a husband can justifiably be the prime goal of a girl's college career.

34. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.

35. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.

36. Women should decorate and enhance their homes and leave the larger world to men.

37. Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond.

38. We need more good child-care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.

39. A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.

40. Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.

41. Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.

42. Women handle routine, detailed repetitive tasks better than creative and imaginative tasks.

43. A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.

44. A wife's opinion should have the same bearing upon important decisions for the family as her husband's.

45. Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother.

46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.

47. "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.

48. Marriage and children should be viewed as decidedly limiting factors in the career development of girls.

49. One of our greatest untapped resources of competent professionals, in many areas, is women.

50. Married women should not crave personal success, but instead be satisfied with their husbands' achievements.

51. A man should never be expected to do the dishes in other than emergency circumstances.

52. Women who graduate from college and work at least part-time have children who are generally more independent.

53. School districts should refuse to hire married women as teachers.

54. Courses in the arts and romance languages should be considered by more boys than are considering them today.

55. Boys need to be educated so that they will be cognizant of the broader role of today's women.

56. Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.

57. A man can establish a beneficial relationship with his child by greater participation in the child's physical care.

58. A stimulating, interesting, non-dependent type of wife can be an asset to a marriage.

59. More than one caretaker is likely to be confusing to a year old child.

60. The difficulties involved in women supervising men on jobs have been exaggerated.

61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.

62. Colleges would benefit by hiring more women staff members.

63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.

64. Most men are happier if their wives are dependent and subservient.

65. Girls are overly protected in our culture.

66. Colleges and universities should continue to enforce the ante-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications.

67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work, and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.

68. A married woman with children at home should not become involved at the career level of work.

A SURVEY OF SEX ROLE ATTITUDES

CODE: SA--Strongly Agree MA--Mildly Agree EAD---Equally Agree and Disagree
MD--Mildly Disagree SD--Strongly Disagree

1	SA	MA	EAD	MD	SD	___	24	SA	MA	EAD	MD	SD	___
2	SA	MA	EAD	MD	SD	___	25	SA	MA	EAD	MD	SD	___
3	SA	MA	EAD	MD	SD	___	26	SA	MA	EAD	MD	SD	___
4	SA	MA	EAD	MD	SD	___	27	SA	MA	EAD	MD	SD	___
5	SA	MA	EAD	MD	SD	___	28	SA	MA	EAD	MD	SD	___
6	SA	MA	EAD	MD	SD	___	29	SA	MA	EAD	MD	SD	___
7	SA	MA	EAD	MD	SD	___	30	SA	MA	EAD	MD	SD	___
8	SA	MA	EAD	MD	SD	___	31	SA	MA	EAD	MD	SD	___
9	SA	MA	EAD	MD	SD	___	32	SA	MA	EAD	MD	SD	___
10	SA	MA	EAD	MD	SD	___	33	SA	MA	EAD	MD	SD	___
11	SA	MA	EAD	MD	SD	___	34	SA	MA	EAD	MD	SD	___
12	SA	MA	EAD	MD	SD	___	35	SA	MA	EAD	MD	SD	___
13	SA	MA	EAD	MD	SD	___	36	SA	MA	EAD	MD	SD	___
14	SA	MA	EAD	MD	SD	___	37	SA	MA	EAD	MD	SD	___
15	SA	MA	EAD	MD	SD	___	38	SA	MA	EAD	MD	SD	___
16	SA	MA	EAD	MD	SD	___	39	SA	MA	EAD	MD	SD	___
17	SA	MA	EAD	MD	SD	___	40	SA	MA	EAD	MD	SD	___
18	SA	MA	EAD	MD	SD	___	41	SA	MA	EAD	MD	SD	___
19	SA	MA	EAD	MD	SD	___	42	SA	MA	EAD	MD	SD	___
20	SA	MA	EAD	MD	SD	___	43	SA	MA	EAD	MD	SD	___
21	SA	MA	EAD	MD	SD	___	44	SA	MA	EAD	MD	SD	___
22	SA	MA	EAD	MD	SD	___	45	SA	MA	EAD	MD	SD	___
23	SA	MA	EAD	MD	SD	___	46	SA	MA	EAD	MD	SD	___

47 SA MA EAD MD SD ___

48 SA MA EAD MD SD ___

49 SA MA EAD MD SD ___

50 SA MA EAD MD SD ___

51 SA MA EAD MD SD ___

52 SA MA EAD MD SD ___

53 SA MA EAD MD SD ___

54 SA MA EAD MD SD ___

55 SA MA EAD MD SD ___

56 SA MA EAD MD SD ___

57 SA MA EAD MD SD ___

58 SA MA EAD MD SD ___

59 SA MA EAD MD SD ___

60 SA MA EAD MD SD ___

61 SA MA EAD MD SD ___

62 SA MA EAD MD SD ___

63 SA MA EAD MD SD ___

64 SA MA EAD MD SD ___

65 SA MA EAD MD SD ___

66 SA MA EAD MD SD ___

67 SA MA EAD MD SD ___

68 SA MA EAD MD SD ___

Sub Total _____

Sub Total _____

TOTAL _____

SCORING

Items numbered 1,2,4,7,10,12,13,15,16,18,21,24,26,27,29,30,32, 35,38,40,41,43,44,46,49,52,55,57,58,60,61,62, and 65 are the items which indicate a favorable attitude toward the changing (emergent) role of woman and should be given the following number of points for each of the five possible choices.

(SD) 1 pt. (MD) 2 pts. (EAD) 3 pts. (MA) 4 pts.

(SA) 5 pts.

Items numbered 3,5,6,8,9,11,14,17,19,20,22,23,25,28,31,33,34,36, 37,39,42,47,48,50,51,53,56,59,63,64,66,67 and 68 are the items which indicate an attitude supportive of the traditional role of woman and should be given the following number of points for each of the give possible choices.

(SD) 5 pts. (MD) 4 pts. (EAD) 3 pts. (MA) 2 pts.

(SA) 1 pt.

The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely positive attitude toward more female participation in traditionally masculine areas and support for sexual equality. The lowest possible score is 68 and of course would indicate a strong preference for seeing women limit themselves to their traditional role and functions. Scores from 204 to 240 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.

Items in Englehart's survey were divided into subscales to identify more specific attitudes toward various areas affecting women's changing role. The subscales and items relating to each are as follows:

SUBSCALES	ITEMS
1. Equal Educational Opportunities (9)	11,20,33,34,40,41,47,54,55;
2. Role in Home (11)	8,9,22,23,36,37,43,51,58,63,64;
3. Working Wife/Mother (10)	2,3,10,15,17,29,31,38,48,68;
4. Female Societal Position (9)	1,6,14,19,30,42,44,50,65;
5. Maximizing Women's Potential (6)	12,13,26,27,35,49;
6. Equal Job Opportunities (15)	4,7,18,25,28,32,39,46,53,56, 60,61,62,66,67;
7. Child Rearing Practices (5)	24,45,52,57,59;

Composite - (65) (Omitted - Items 5,16,21)

SCORING:

Score underlined items (favorable) with:

A=5, B=4, C=3, D=2, E=1;

Score items not underlined (unfavorable) with:

A=1, B=2, C=3, D=4, E=5:

APPENDIX B-3

1. If a lightbulb burned out in the movie projector in my classroom, I would:

   ask a male student to replace it. _____

   ask a female student to replace it. _____

   replace the bulb myself. _____

2. If a spitball flew across my classroom, I would:

   look for the male student who threw it. _____

   look for the female student who threw it. _____

   look for the student who threw it. _____

3. As a female physical education teacher, I coach a girl's soccer team and I discover that I put in as much time, but am paid less than a male coach doing similar work. I would:

   talk to my principal. _____

   feel quietly "that's the way it is". _____

   talk to my husband or other member of my family. _____

   seek legal advice. _____

4. As a female assistant principal, I applied for an opening as principal. I was advised that a man would be appointed because it was felt that a man would be have greater respect in the community and would be able to maintain better control in the school. I would:

   accept that as a fair evaluation. _____

   feel that it was unfair evaluation, but accept the fact of the discrimination and take no action. _____

   try to "fight" the situation in some way. _____

5. As a parent, my son tells me that he would like to take the home economics elective in Jr. High, but that no boys ever sign up and he'd feel funny being the only boy. I would:

   encourage him to sign up for industrial arts. _____

   encourage him to sign up for home economics despite his feelings. _____

encourage him to talk to his counselor. _____

talk to someone in the school myself. _____

6. As a parent, I begin to notice subtle ways in which my spouse encourages the girl children and the boy children to fit into accepted sex roles (for example, insisting that boys control their feelings while girls may express them; being concerned when girls take physical risks, but expecting that behavior of boys.) I would:

   be thankful for my spouse's positive influence. _____

   disagree with that influence and try to discuss the matter frankly. _____

   disagree but hide my opinions for fear of disrupting family harmony. _____

   try to find a group or meeting in which we both might confront the issue outside our own family. _____

7. As a father, I feel that my children are cared for and handled primarily by their mother. I want a larger part in their upbringing. I would:

   take no action for fear of disturbing family harmony. _____

   discuss my feelings frankly with the children's mother. _____

   take more initiative in matters affecting the children. _____

As regards the field of sports, boys can be counted upon to:_____

_____

_____

I particularly dislike seeing girls_____

_____

If I had the opportunity of entertaining a 10 year old boy for a whole Saturday, I would suggest that we_____

_____

I would be particularly pleased if a little girl I had been close to grew up to be_____

_____

I particularly dislike seeing boys_____

_____

If I had the opportunity of entertaining a 10 year old girl for a whole Saturday, I would suggest that we_____

_____

I would be particularly pleased if a little boy I had been close to grew up to be_____

_____

In the blank space provided, briefly note an aspect of your life experience as indicated. Leave the boxes blank until later.

--My career field is _____. ____ ____

--My favorite leisure time activity is _____

_____. ____ ____

--After my financial obligations are taken care of, I best like to spend money on _____. ____ ____

--Most of my friendships were formed through _____

_____. ____ ____

Now go back and peruse your answers. If you feel that the life experience you noted is the result of a free and personal choice and the reflection of your individuality, check the left-hand box. If you feel that this aspect of your life would have been or would be different if you were of the opposite sex, check the right-hand box.

APPENDIX B-4

Discuss the following quotes in either large or small group settings.

Suggested items to consider:

1. What role has been assigned to the female?
2. Do you think the author is conscious of the role he has ascribed to women?
3. How would author deal with females in general?
4. How would the author deal with professionally competent women?
5. What would you say to the author about his opinions?
6. Why do you think the author feels as he does?

"For me, women are only amusing, a hobby. No one spends too much time on a hobby."

Henry Kissinger, 1973

"Like most women (my wife) thinks with her glands, instead of her head... There are many ways a wife can make a difference in a political campaign, especially a close one. The first time I won by 17,000 votes When I got married I won my next election by 67,000. So you can figure a good wife is worth at least 50,000 votes."

Senator Mark Hatfield, 1973

"Well, we've never sent any woman into space because we haven't had a good reason to. We fully envision, however, that in the near future we will fly women into space and use them the same way we use them on earth--for the same purpose."

Astronaut James Lovell

APPENDIX B-5

OTHER TECHNIQUES

1. *Advertisement Analysis:*

Have prepared clippings from magazines and newspaper advertisements depicting sex role stereotyping. Include pictures of women in stereotyped roles--beautiful, glamorous, as secretary, washing floor, etc. and men in the stereotyped role of executive, athletic, being the protector, etc.

--distribute male pictures to one group and female picture to another. Have each group list adjectives describing people in the pictures. Then compare lists of adjectives.

NOTE: Save this list to compare to the adjective study noted in "A Chance To Choose".

--have group pick out and discuss stereotypes perpetuated by the ads. What effect do these ads have on people and their expectations of self and others?

2. *Salary Assignments:*

Break into two groups at random. Give each group an identical list of ten job titles.

Direct each group to assign an average salary that J___ Dough might earn at that job. For one group, give the person's name as Jane and the other group the name will be John.

Compare results. Are men still expected to earn more? Are they inherently worth more?

3. *Counseling Vignette:*

Prepare a simulated or real audio or video tape recording of a counseling session with a client exploring a non-traditional career. An example might be a girl who expresses interest in becoming a forest ranger or a boy exploring clerical careers.

Have workshop participants discuss how they might handle the situation.

4. *Life Planning:*

Prepare a sheet for each participant. The sheets will be of two types: one will read:

"Susan Smith is 17 and a junior in high school. She is well

liked, active in school activities, and is student council vice-president. Susan has a B+ average and likes science and literature best. Susan is going steady and is fairly serious about her boyfriend. She is trying to plan her future--what should she consider?"

The other set of sheets will read exactly the same except it will be Sam Smith and the pronouns will become masculine.

Have the participants answer the question individually. Form groups of four--two who had "Sam" sheets and two who had "Susan" sheets. Have the groups note different sex-related trends.

APPENDIX "C"

RESOURCE PEOPLE

APPENDIX C-1

RESOURCE PEOPLE FOR IN SERVICE TRAINING REGARDING SEX ROLE STEREOTYPING AND SEX DISCRIMINATION IN EDUCATION

New Jersey 1974

NORTH JERSEY

Joan Abrams
34 Keats
Short Hills, 07078
201-376-8544

Merle Breitenfeld
411 Park Street
Upper Montclair, 07043
201-746-1664

Carol Kope
19 Hillside Avenue
Glen Ridge, 07028
201-748-5545

Rebecca L. Lubetkin
11 Walnut Court
South Orange, 07079
201-762-0143

Rita Marshall
40 Durand Road
Maplewood, 07040
201-763-1872

Olga Mitchell
17 Warwick Road
Summit, 07901
201-273-0674

Geri Raichel
532 Spencer Drive
Wyckoff, 07481
201-444-9587

Barbara Rubin
2039 Kennedy Blvd.
Jersey City
State College
Jersey City, 07302
201-547-3189

NORTH JERSEY cont.

Rochelle Summers
297 Warwick Avenue
Teaneck, 07666
201-833-1550

Judy Weiss
9 Owen Drive
Maplewood, 07040
201-763-9128

CENTRAL JERSEY

Jean Ambrose
549 Lenox Avenue
Westfield, 07090
201-232-0870 or
201-932-9729

Joan Bartl
38 Jefferson Road
Princeton, 08540
609-921-2149

Jenelyn Block
704 Highland Avenue
Westfield, 07090
201-233-9745

Phyllis Boring
14 Tunica Court
Old Bridge, 08857
201-679-8465

Jennifer MacLeod
4 Cannoe Brook Drive
Princeton Junction, 08550

Joan Mednick
3 Dartmouth Drive
Hazlet, 07730
201-739-1289

CENTRAL JERSEY cont.

Helen Seitz
Roosevelt, 08555
609-443-5825

Jacki Yuhasz Walker
51 Danemar Drive
Matawan, 07747
201-566-1613

Lenore Walker
6 Academic Road
East Brunswick, 08816
201-564-4230

Judy Weiss
801 Stangle Road
Martinsville, 08836
201-469-3080

NORTHWEST JERSEY

Theodora Martin
One Spruce Road
Clinton, 08809
201-735-5045

SOUTH JERSEY

Laurie Egan
25 Cindy Drive
Manahawkin, 08050
609-597-2035

APPENDIX C

The listings on pages C-2, C-3 and C-4 are persons or agencies who will be able to assist in securing qualified resource persons for workshops.

APPENDIX C-2

WOMEN'S BUREAU
(October 1974)

REGION AND STATES	REGIONAL DIRECTORS	ASST. REG. DIR.	ASSOC. ASST. REG. DIR.
1. BOSTON (Conn., Me., Mass., N.H., R.I., Vt.)	Gerald Reidy Room 1700-c J.F.K. Bldg. Boston, Mass 02203 (617) 223-5430	Walter Parker Room 1600 A1 J.F.K. Bldg. Boston, Mass 02203 (617) 223-5565	Ms. Vivian L. Buckles Room 1612-C J.F.K. Bld. (617) 223-4036 Patricia Kelly, MA
2. NEW YORK (N.J., N.Y., Puerto Rico, Vir. Isl.)	Stephen Blum Room 3500 1515 Broadway New York, N.Y. 10036 (212) 971-7051	Frank Mercurio Room 3300 1515 Broadway New York, N.Y. (212) 971-5451	Mrs. Mary Tobin Room 3302 1515 Broadway New York, N.Y. 10036 (212) 971-5451 Harriet Page, PDS Mary Sanford, MA
3. PHILADELPHIA (Dela., D.C., MD. Pa., Va., W. Va.)	J.B. Archer Room 14320 Gateway Bldg. 3535 Market St. Phil., Pa 19104 (215) 597-1116	Charles Angell 15th Floor Gateway Bldg. 3535 Market St. Phil., Pa 19104 (215) 597-1185	Ms. Margaretta Seay Bel 15th Floor Gateway Bldg. 3535 Market St. Phil., Pa 19104 (215) 597-1183 Diane Mehlmann, MA Mary Riordan, PDS
4. ATLANTA (Ala., Fla., Ga., Ky., Miss., N.C. S.C., Tenn.)	Robert Burns Room 500 1371 Peachtreet St. NE Atlanta, Ga 30309 (404) 526-5366	James Patching Jr. Room 331 1371 Peachtree Atlanta, Ga 30309 (404) 526-5801	Ms. Joan Green Room 536 1371 Peachtree St., NJ Atlanta, Ga 30309 (404) 526-5461 Gay Cobb, PDS Grace Moon, MA
5. CHICAGO (Ill., Ind., Mich., Minn., Ohio, Wisc.)	Ray Siegel (Acting) 16th Floor 300 South Wacker Dr. Chicago, Ill. 60606	Gerald Mitchell Room 869 230 S. Dearborn St. Chicago, Ill. 60604 (312) 353-7280	Ms. Mary Manning Room 732 230 S. Dearborn Chicago, Ill 60604 (312) 353-6985 Sandra Frank, PDS Monica Cook, MA
6. DALLAS (Ark., La., N.M. Okla., Texas)	Paul W. Story Room 9036, Fed. Bldg 1100 Commerce St. Dallas, Texas 75202 (214) 749-3842	Philip F. Arrien Room 13B3, Fed. Bld 1100 Commerce St. Dallas, Texas 75202 (214) 749-2037	Mr. Rhobia C. Taylor Room 13F12, Fed. Bldg. 1100 Commerce Street Dallas, Texas 75202 (214) 749-2568 Peggy Jones, MA

REGION AND STATES	REGIONAL DIRECTORS	ASST. REG. DIR.	ASSOC. ASST. REG. DIR.
7. KANSAS CITY (Iowa, Kansas, Missouri, Nebraska)	Richard McAvinew Room 2505, Fed. Bldg 911 Walnut Street Kansas City, Mo. 64104 (816) 374-5941	Doyle Loveridge 2000 Fed. Bldg. 911 Walnut Street Kansas City, Mo. (816) 374-5381	Ms. Barbara Wald 2000 Fed. Bldg. 911 Walnut Street Kansas City, Mo. (816) 374-5383 Betty Myers
8. DENVER (Colo, Mont., N.D., S.D., Utah, Wyo.)	Samuel Martinez Room 16436 Fed. Bldg. 1961 Stout Street Denver, Colo. 80202 (303) 837-3791	Higinio Costales, Jr. 15412 Federal Bld. 1961 Stout Street Denver, Colo. 80202 (303) 837-4613	Ms. Lionila Saenz 15412 Federal Bld. 1961 Stout Street Denver, Colo. 80202 (303) 837-4138 Kathryn Jones, MA
9. SAN FRANCISCO (Ariz., Cal., Hawaii, Nevada)	George Smith Room 10064 Fed. Bldg. 450 Golden Gate Ave San Francisco, Cal. 94102 (415) 556-8754	Miss Virgina Allee Room 10431 Box 36017 San Francisco, Cal. 94102 (415) 556-1318	Mrs. Madeline Mixer Room 10341 Box 36017 San Francisco, Cal. 94102 (415) 556-4138 Elba Tuttle, PDS Eleanor Cress, MA
10. SEATTLE (Alaska, Idaho, Oregon, Wash.)	James T. Hughes Room 2078 Arcade Plaza 1321 Second Avenue Seattle, Wash. 98101 (206) 442-1545	Vernon Nilsen 1921 Smith Tower 506 Second Avenue Seattle Wash. (206) 442-1536/37	Mrs. Lazelle Johnson 2015 Smith Tower 506 Second Aveneu Seattle, Wash. 98101 (206) 442-1534 Selma Tames, MA

APPENDIX C-3

STATE TRAINERS FOR THE PROJECT ON SEX EQUALITY IN GUIDANCE OPPORTUNITIES

ALABAMA: Ms. Mary Jo Craddock, 711 11th Street, Apt. E, Tuscaloosa 35401 205-345-0819

ALASKA: Ms. Susan B. Merritt, 2916 Knik Avenue, Anchorage 99503 907-272-6938

ARIZONA: Ms. Jamie Trainer, 1216 S. Camino Seco, Tuscson 85710 602-885-7118

ARKANSAS: Mrs. Mary Barham, Counselor, Chaffin Jr. High, Ft. Smith Public School, 3514 Country Club, Ft. Smith, 72901 501-452-2226

CAL: Ms. Kay Ragan, Mt. San Antonio College, 1100 N. Crand Avenue, Walnut 91789 213-331-7139

COLORADO: Ms. Nancy Scott, Colorado Women's College, Mountview Blvd and Quebec, Denver 80222 303-394-6980

CONN: Dr. Marguerite Hall Rengel, University of Hartford, 200 Bloomfield West Hartford 06117 203-243-4483

DELAWARE: Dr. Richard A. Edwards, 116 Hullihen Hall, University of Delaware, Newark, 19711 302-738-1219

DISTRICT/ COLUMBIA: Ms. Angie King Corley, 3519 14th Street, N.E. Washington, D.C. 20017 202-529-7431

FLORIDA: Ms. Coleen Story, College of Education, University of South Florida, Tampa 33620 813-974-2100 Ext. 376, 233

GEORGIA: Dr. Kathleen D. Crouch, Georgia State University, University Plaza Atlanta 30303 404-658-3016

HAWAII: Dr. Richard White, Kamehameha Schools, Kapalama Heights, Honolulu 96817 808-841-8211 Ext. 570

IDAHO: Ms. Leila Lewis, Consultant, Pupil Personnel, State Department of Education, Boise 83720 208-384-2282

ILLINOIS: Ms. Barbara Yocum, Moraine Valley Community College, 10900 South 88th Avenue, Palos Hills, 60465 312-974-4300 Ext. 267,268

INDIANA: Dr. Marianne H. Mitchell. Department of Counseling and Guidance, School of Education, Indiana University, 2805 East Tenth Street, Room 180, Bloomington 47401 812-337-9118 or 9010

IOWA: Dr. Lauralee Shereman, Division of Counselor Education, W. 114 East Hall, University of Iowa, Iowa City 52240 319-353-3370

KANSAS: Dr. Margery A. Neely, Holton Hall, Kansas State University, Manhattan 66505 913-522-5938

KENTUCKY: Ms. Angela Wilkins, Kentucky Division of Guidance, Capital Plaza Tower, Room 1731, Frankfort 40601 502-564-3678

LOUISIANA: Dr. Laurabeth Hicks, Counselor Education, Southern University, Baton Rouge 504-771-2890

MAINE: Ms. Barbara Spath, Counseling & Testing Services, University of Maine at Fort Kent, Pleasant Street, Fort Kent 04743 207-834-3162

MARYLAND: Mrs. Brady J. Fletcher, One Waterway Court, Rockville 20855 301-460-3956

MASS: Ms. Mary Dunnington Mitchell, 223 Old Beaverbrook Road, Village of Nagog Woods, Acton, 01718 617-263-9731

MICHIGAN: Ms. Celess Mc Lester, Box 420, Michigan Department of Education, Lansing 48902 517-373-1434

MINNESOTA: Ms. Arlene Breckenridge, 3820 Adair Avenue North, Crystal 55422 612-537-0302

MISS: Ms. Gayle Roberts, Mississippi State University, Counseling Center, Drawer NL, Mississippi State 39762 601-325-5502

MISSOURI: Dr. Queen D. Fowler, Washington University, Box 1085, St. Louis 63130 314-863-0110 Ext. 4634, 4215

MONTANA: Ms. Carolyn Jennings, Center for Student Development, University of Montana, Missoula 59801 406-243-4711

NEBRASKA: Mr. Roger Hudson, 233 South Tenth, Lincoln 402-435-0993

NEVADA: Ms. Beverly Eagan, 115 Smithridge, Reno 89502 825-7394

N. HAMP.: Ms. Ruth Nemzoff Berman, 57 Raymond Street, Nashua 03060 1-880-2800

NEW JERSEY: Ms. Donna Cubit-Swoyer, 71 Main Street, Woodbridge, 07095 201-636-0348

NEW MEXICO: Ms. Carmen J. Langston, Rt. #5, Box 228A, Santa Fe 87501 505-455-7472

NEW YORK: Dr. Judy Egelston, 1362 West Lake Road, Conesus 14435 716-243-2455

NORTH CAROLINA: Ms. Cynthia Terres, #7 Pinehurst, Eagle Road, Belmont 28012 704-825-9567

N. DAKOTA: Ms. Diana Pace, Counseling Ctr, University of North Dakota, Grand Forks, 58201 701-772-3325

OHIO: Dr. Lewis E. Patterson, 3598 Atherstone Road, Cleveland Heights, 44121 216-382-6520

OKLAHOMA: Dr. Amour J. Andrews, Counseling Ctr., University of Oklahoma, 650 Parrington Oval, Norman 73069 405-325-2911

OREGON: Ms. Pat Moore, 768 State Street, Salem 97301 503-363-9169

PENN: Dr. Judith Scott, University of Pittsburgh, 207 Hill Bldg. Pittsburgh 15260 412-624-4067

R.I.: Mrs. Maxine V.S. Nichols, Whale Rock Road, Narragansett 02882 401-483-4113

SOUTH CAROLINA: Dr. Linda Brooks, Counseling Bureau, University of South Carolina, Columbia 29208 802-777-5223

S. DAKOTA: Dr. Linda Reisser, Division of Student Services, South Dakota State University, Brookings 57006 605-688-4121

TENNESSEE: Mrs. Ruth S. Benn, c/o West High School, 3300 Sotherland Avenue, Knoxville 37919 584-3345

TEXAS: Dr. Jeanne Werner, East Texas State University, Box 5518 Texarkana 75501 214-838-0507

UTAH: Ms. Kay M. Coleman, Women's Resource Center, University of Utah, Salt Lake City 84112 801-581-8030

VERMONT: Ms. Joyce Slayton Mitchell, Wolcott 05680 802-888-4652

VIRGINIA: Ms. Joan F. Walker, John Tyler Community College, Chester 23834 804-748-6481

WASHINGTON: Ms. Georgie Kunkel, 3409 S.W. Trenton, Seattle 98126 206-935-8663

W. VIRGINIA: Mr. William Mullett, 203 Branchfield Drive, Charleston 26062 304-342-3779

WISCONSIN: Ms. Joan Daniels-Pedro, 5917 Old Middleton Road, Madison 53705 608-238-0756

WYOMING: Ms. Lynn Parker, Counselor-Instructor, Laramie County Community College, 1400 East College Drive, Cheyenne 82001 307-634-5853

APPENDIX C-4

Other sources of resource people:

Society of Women Engineers*
345 East 47th Street
New York City, New York 10017

American Association of University of Women*
2401 Virginia Avenue, N.W.
Washington, D.C. 20037
(many local chapters have a Women's Caucus)

National Federation of Business and Professional Women*
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Affirmative Action officers at local universities and colleges.

Local National Organization of Women (NOW) Chapters

Feminist Consultants Directory--a listing of qualified persons offering consultation and training in a variety of areas relating to sexism throughout the U.S. Available from:

Association of Feminist Consultants
4 Canoe Brook Drive
Princeton, New Jersey 08550

*The main headquarters listed here will be able to supply information on local Chapters in your area. Governor's Commission on the Status of Women. Most states have a Commission on women or other correlary agency at the state level.

APPENDIX D

MATERIAL RESOURCES

APPENDIX D-1

PUBLICATIONS

1. *Guidelines for Improving the Image of Women in Textbooks*
   Scott Foresman & Company
   1900 East Lake Avenue
   Glenview, Illinois 60025 - Regional Office, Oakland, New Jersey

2. *Jack and Jill*
   Bonnie Bilky Zimmerman
   36 Castletown Road
   Pleasantown, California 94566

3. *Counseling Girls and Women Over the Life Span*
   AFT, AFL-CIO
   1012 Fourteenth Street
   Washington, D.C. 20006

4. *Changing Sexist Practices in Classroom* - Item #600
   AFT, AFL-CIO
   1012 Fourteenth Street
   Washington, D.C. 20006

5. "Look Jane Look. See Sex Stereotypes"
   NJEA (NJEA Review)
   180 West State Street
   Trenton, N.J. 08608

6. *Consciousness Razors and Sex Role Stereotyping in the Schools*
   National Education Association
   Publication Division
   1201 16th Street N.W.
   Washington, D.C. 20036

7. *The Women's Directory* (N.J.) - A Roster of women employed in non-traditional female occupations. For use by schools, colleges
   Women's Rights Task Force on Education
   549 Lenox Avenue
   Westfield, N.J. 07090

8. *A Bibliography of 67 Positive Female-Image Books in American History and Related Biography and Fiction for the Jr. High*
   Women's Right Task Force on Education

9. *Women's Studies Newsletter* - Quarterly
   The Feminist Press
   Box 334
   Old Westbury, New York 11568

10. *Feminist Resources for Schools and Colleges*
A guide to curricular materials. Carol Ahleem & Jacqeline M. Frallge, The Feminist Press.

11. *The Guide to Current Female Studies I, II, and III*
For college, high school, in-service and community courses, college and continuing education programs. The Feminist Press.

12. *Women's Rights on Education: The Study of Sex Discrimination In the N.J. Public Schools* -- Prepared by Lenore Walker, Education Department, Women's Equity Action League

13. *The Potential of Women,* Jan. J. Durkin
A study measuring aptitude and knowledge areas of men and women in terms of career choices.
Johnson O'Connor Research Foundation
Human Engineering Laboratory
346 Beacon Street
Boston, Mass. 02116

14. *Female Studies: No. 1* Sheila Tobias
A collection of college syllabi and reading lists

15. *Female Studies: No. 2* Florence Howe
Literature and Cultural Criticism
KNOW, Inc.
P.O. Box 86031
Pittsburgh, Pa. 15221

16. *Women in the Curriculum*
Bernice Sandler, Dir.
Association of American Colleges
1818 R. Street, N.W.
Washington, D.C. 20009

17. *Women in History--Herstory--Changing Roles of American Women*
Learning materials and activities. High School Board of Education of the City of New York, Office of Instructional Services, Bureau of Social Studies
131 Livingston Street
Brooklyn, New York 11201

18. *Suggested Activities for Teaching About Women in the Schools*
Marjorie Stern, High School
American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20005

19. *Sex Differences in Adolescent Vocational Preferences*--
Helen Olive,
Reprint from Vocational Guidance Quarterly
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

20. *Non-sexist Curricular Materials for Elementary Schools*
Clearinghouse on Women's Studies--The Feminist Press

21. *You Won't Do--What Textbooks on U.S. Government Teach High School Girls.* Jennifer MacLeod and Sandra T. Silverman, KNOW, Inc.

22. *Women's Studies: Reaction and Evaluation*
Cleveland Women's Studies Research Group, Women's Center
Case Western Reserve University
11111 Euclid Avenue
Cleveland, Ohio 44106

23. *NEA-ELO-PAK on Sex Role Stereotyping*
NEA
1201 16th Street, N.W.
Washington, D.C. 20036

24. *Today's Changing Roles: An Approach to Non-Sexist Teaching*
Primary--Intermediate--Secondary
National Foundation for the Improvement of Education
Suite 918, 1156 15 Street, N.W.
Washington, D.C. 20005

25. *A Handbook to Assist Local Boards of Education, School Administrators, Intercultural Education Advisory Committees in the Development of Qualify Intercultural Education.*
State Department of Minnesota
Department of Education
Division of Planning and Development
Equal Education Opportunity Section
St. Paul, Minn. 55101

26. *Stop Sex Role Stereotyping in Elementary Education, A Handbook for Parents and Teachers*--Martha Cohen
Connpirg Inc.
P.O. Box 1571
Hartford, Conn. 06101

APPENDIX D-2

ORGANIZATIONS WHICH PUBLISH MATERIAL ON BREAKING SEX ROLE STEREOTYPING

Write for bibliographies to:

1. American Personnel and Guidance Association
   1607 New Hampshire Avenue, N.W.
   Washington, D.C. 20009

2. American Federation of Teachers
   1012 14th Street N.W.
   Washington, D.C. 20005

3. Board of Education of the City of New York
   Office of Instructional Services
   Bureau of Social Studies
   131 Livingston Street
   Brooklyn, New York 11201

4. Change for Children
   2588 Mission Street
   Room 226
   San Francisco, California 94110
   Non sexist, non-racist curriculum materials for pre-school and elementary school children. Write for brochure.

5. China Books
   125 Fifth Avenue
   New York, New York 10003 or
   2929 Twenty-fourth Street
   San Francisco, California 94110

6. The Clearing House on Women's Studies, an Educational Project of the Feminist Press
   SUNY/College of Old Westbury
   Old Westbury, New York 11562

7. The Emma Willard Task Force on Education
   1520 W. 27th Street
   Minneapolis, Minnesota 55408

8. Citizen's Advisory Council on the Status of Women
   Department of Labor Bldg.
   Room 1336
   Washington, D.C. 20210

9. Cogent Associates
   575 Erving Street
   Princeton, New Jersey 08540

10. Everywomen's Center
University of Massachusetts
Amherst, Mass 01002

11. Federation of Organizations for Professional Women
1818 R. Street, N.W.
Washington, D.C. 20009

12. Feminist Book Mart
162-11 Ninth Avenue
Whitestone, New York 11357
Free catalog of women's books and non-sexist children's book

13. Feminist Press
Clearinghouse on Women's Studies
College at Old Westbury
Box 334
Old Westbury, New York 11568
Clearinghouse for information on non-sexist educational curriculum materials for elementary and high school levels. Publishes more than a dozen paper back feminist biographies, non-sexist children's books and reprints of various works by women. Write for catalog.

14. Feminist Resources for Equal Education
Box 185
Saxonville Station
Framingham, Massachusetts 10701
Sets of photos of women in non-traditional roles: (1) community helpers and (2) professional women. $2.00

15. FREE
P.O. Box 185, Saxonville Station
Framingham, Massachusetts 01701

16. Interact
P.O. Box 262
Lakeside, California 92040

17. Joyful World Press
468 Belvedere Street
San Francisco, California 94117
Non-sexist children's books. Write for information

18. KNOW, Inc.
Feminist Resources for Schools and Colleges - A Guide to Curriculum material
P.O. Box 86031
Pittsburgh, Pennsylvania 15221

19. Lollipop Power
Box 1171
Chapel Hill, North Carolina 27514
Non-sexist children's books. Write for information

20. Media Plus
60 Riverside Drive, 11D
New York, New York

21. Ms. Magazine
Subscription Department
370 Lexington Avenue
New York, New York 10017
This monthly is a useful periodical for teachers and students of women's studies; includes articles about forgotten women in history, non-sexist children's stories. $9.00 a year (single copy $1.00)

22. National Education Association
Customer Service Section 148
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Write for brochure of non-sexist print and audiovisual materials.

23. National Institute of Education
Code 600, Room 511
Washington, D.C. 20202

24. N.E.A.
Today's Education
1201 16th Street, N.W.
Washington, D.C. 20036

25. The New England Free Press
60 Union Square
Somerville, Massachusetts 02143

26. Pennsylvania Department fo Education
Images of Women, Subject/Age Bibliography
Box 911
Harrisburg, Pennsylvania 17126

27. Project on Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
Women and Film: A resource handbook 1972 Write for a copy.

28. Resource Center on Sex Roles and Education
1201 16th Street, N.W.
Washington, D.C. 20036

29. Scarecrow Press Inc.
52 Liberty Street
Metuchen, New Jersey 08840
Write for catalog of non-sexist children's books

30. Times Change Press
Penwell Road
Washington, New Jersey 07882

31. Women on Words and Images
P.O. Box 2163
Princeton, New Jersey 08540

32. Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210
Write for Publications of the Bureau 1974 FREE

33. Women's Action Alliance
370 Lexington Avenue, Room 313
New York, New York 10017

34. Women's Film Corporation
Valley Women's Center
200 Main Street
Northampton, Massachusetts 01060 Write for catalog of women's film.

35. The Women's Liberation Center of Nassau County
14 West Columbia Street
Hempstead, Long Island, New York 11550
Syllabus on Women's Role in Society by the Nassau County Women's Center. For use as a unit within the regular high school social studies and English curriculum. Write for information.

36. Women's Equity Action League
621 National Press Building
Washington, D.C. 20004

37. Women's Rights Committee of the American Federation of Teachers.
1012 14th Street, N.W.
Washington, D.C. 20005

38. Women Sports Magazine
Subscription Department
1660 South Amphlett Boulevard
San Mateo, California 24402
A useful resource for all teachers and all students. The September 1974 issue's tearout section, The Revolution in Women's Sports, is a comprehensive report of the issues today: Title IX, the coed team debate, monetary inquities where to get help, how to use the law and more. $12.00 a year ($1.00 a single copy)

39. YWCA of Los Angeles
Jeanne Scott
1251 Lodi Place
Los Angeles, California 90038
Write for their brochure on the Vocational Readiness Package

APPENDIX D-3

PUBLICATIONS FROM THE WOMEN'S BUREAU

Functions and Services of the Women's Bureau - 1969

A Doughty Lady Turns 50. Reprint from *Manpower*, March 1970

FACTS ABOUT WOMEN WORKERS

Why Women Work - 1974
The Myth and the Reality - 1974
Women Workers (by State). (Reports for 50 states, Puerto Rico, Virgin Islands, the District of Columbia, and the Washington, D.C., Standard Metropolitan Statistical Area.)
Highlights of Women's Employment and Education - 1974
Twenty Facts on Women Workers - 1974
Women Workers Today - 1973
Facts About Women Heads of Households and Heads of Families - 1973
A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States and Local Areas - 1972
Calling All Women in Federal Services: Know your rights and opportunities, Leaflet 53 - 1972 - 35¢
Who Are the Working Mothers? Leaflet 37 - 1972 - 25¢
Women Workers in Regional Areas and in Large States and Metropolitan Areas - 1971-1972
Guide to Conducting a Consulation on Women's Employment with Employers and Union Representatives. Pamphlet 12-1971
Automation and Women Workers - 1970
Facts About Women's Absenteeism and Labor Turnover-1969
Household Employment--New Careers in Old Business. Reprint form *World Magazine*, February 1969
Charts: (8 X 10½ inches, black and white)
Women are Underrepresented as Managers and Skilled Craft Workers--1974
Most Women Work because of Economic Need--1974
Fully Employed Women Continue to Earn Less than Fully Employed Men of Either White or Minority Races-1974

CAREER OPPORTUNITIES FOR WOMEN

Steps to Opening the Skilled Trades to Women--1974
Careers for Women in the 70's--1973 -- 50¢
Counseling Women for Careers in Business. Reprint from *The Personnel Women*, July/August 1973

Help for the Woman Breadwinner. Reprint from *Manpower*--2/73
Look Who's Wearing Lipstick! Reprint from *Manpower*--12/72
Why Not Be:
an Appentice? Leaflet 52 (In press)
an Engineer? Leaflet 41 -- 1971 -- 25¢
a Medical Technologist? Leaflet 44 -- 1971
an Urban Planner? Leaflet 49 -- 1970 -- 25¢
an Optometrist? Leaflet 42 -- 1968

EDUCATION AND TRAINING

Get Credit for What You Know. Leaflet 56. 1974 25¢
Career Planning for High School Girls. Reprint from *Occupational Outlook Quarterly*, Summer 1973
Continuing Education Programs and Services for Women. Pamphlet 10. 1971 $1.55
Help Improve Vocational Education for Women and Girls in Your Community 1971 25¢

CHILD CARE SERVICES

Day Care Facts. Pamphlet 16 1973 60¢
Day Care: An Employer's Plus 1973
Employer Personnel Practices and Child Care Arrangements of Working Mothers in New York City. 1973
Children on Campus: A survey of Pre-Kindergarten Programs at Institutions of Higher Education in the U.S. 1973
Federal Funds for Day Care Projects. Pamphlet 14 1972 $1.40
Day Care Services: Industry's Involvement. Bulletin 296 1971 $1.00
Child Care Services Provided by Hospitals. Bulletin 295 1970

SPECIAL GROUPS

Facts on Women Workers of Minority Races. 1974
Women Offender Highlights 1973
Fact Sheet on Women of Spanish Origin in the U.S. 1972
How You Can Help Reduce Barriers to the Employment of Mature Women. 1969
Women in Labor Unions. Reprint from *Monthly Labor Review*, February 1971
Negro Women in the Population and in the Labor Force. 1967
College Women Seven Years After Graduation: Resurvey of Women Graduates--Class of 1957. Bulletin 292 1966

STANDARDS AND LEGISLATION AFFECTING WOMEN

Steps to Advance Equal Employment Opportunity for Women. 1974
A Working Woman's Guide to Her Job Rights. Leaflet 55 (In press)

State Hours Laws for Women: Changes in Status Since the Civil Rights Act of 1964 1974
State Equal Rights Amendments. 1973
Brief Highlights of Major Federal Laws and Order on Sex Discrimination. 1974
Laws on Sex Discrimination in Employment: Federal Civil Rights Act, Title VII--State Fair Employment Practices Laws--Executive Orders. Reprinted 1973 with new appendixes.
New Law Liberalizes Child Care Deductions. Legislative Series 1 1972
Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2. 1973
Divorce Laws as of October 1, 1973 (Table) (In press)
Marriage Laws as of October 1, 1973 (Table) (In press)
Conozca Sus Derechos. Leaflet 39-A, 1967 (Spanish translation of "Know Your Rights")

INTERNATIONAL

20 Years of International Work. Reprint from International Labor, May-June 1964

REPORT SERIES:

IR-1 Women in High-Level Elective and Appointive Positions in National Governments 1963
IR-2 Political Rights of Women in Member Nations of the United Nations 1963
IR-3 Policies of National Governments on Employing Women 1963
IR-4 Equal Pay in Member Nations of the International Labor Organization 1963
IR-5 Protective Labor Legislation for Women in 91 Countries 1963
IR-6 Maternity Protection and Benefits in 92 Countries 1963
IR-7 Notes on Women's Employment in the U.S. and nine European Countries 1963

REPORTS ON THE STATUS OF WOMEN

Women in 1972. Issued by the Citizens' Advisory Council on the Status of Women. Washington, D.C. April 1973. $1.25
Women in 1971. Issued by the Citizens' Advisory Council on the Status of Women. Washington, D.C. January 1972. 80¢
Women in 1970. Issued by the Citizens' Advisory Council on the Status of Women. Washington, D.C. March 1971 70¢
American Women, 1963-68. Report of the Interdepartmental Committee on the Status of Women. October 11, 1968 $1.05
Report on Progress in 1965 on the Status of Women. Second Annual Report of the Interdepartmental Committee and Citizens' Advisory Council on the Status of Women. December 31, 1966.

President's Commission on the Status of Women:
American Women. Report of the Commission 1963
Reports of Committees on--
Civil and Political Rights 1964
Education 1964
Federal Employment 1963
Home and Community 1963
Private Employment 1964
Protective Labor Legislation 1963
Social Insurance and Taxes 1963 $1.80
Report on Four Consultations--
Private Employment Opportunities, New Patterns in Volunteer Work, Portrayal of Women by the Mass Media, Problems of Negro Women. 1963

CONFERENCE REPORTS

Report of Consultation on Businesses in Household Employment and Follow-up Survey of Participating Firms. 1973
American Women at the Crossroads: Directions for the Future. Fiftieth Anniversary Conference of the Women's Bureau, U.S. Department of Labor, Washington, D.C. June 11-13, 1970-71.
Job Horizons for Women and Girls in the District of Columbia. Washington, D.C. December 6-7, 1968-69
1968: Time for Action. Highlights of the Fourth National Conference of Commissions on the Status of Women. Washington, D.C. June 20-22, 1968-69
Report of a Consultation on the Status of Household Employment held in Chicago, Illinois May 20, 1967-68
Targets for Action. The Report of the Third National Conference of Commissions on the Status of Women. Washington, D.C. July 28-30, 1966 1967
Progress and Prospects. The Report of the Second National Conference of Governors' Commissions on the Status of Women. Washington, D.C. July 28-30, 1965. 1966

APPENDIX D-4

CHANGING SEXIST PRACTICES

Some ERIC Resources for Teachers
Edited by Christine Ahrens

Social Education
May 1975, Volume 39
Number 5, Page 36

ED abstracts with MF (microfiche) or HC (hard copy, i.e., xerography) prices are available from EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. (Prices do not include postage.) Readers may find it useful to read the complete abstract in RIE before ordering ED documents. To locate EJ documents, readers should refer to the journal cited in each EJ abstract.

Courses on Women or Sex Roles

ED 089 145. *Teaching About Women and New Family Styles*--Donald P. Irish/ National Council on Family Relations Special Emphases, Toronto. 1973. 8 pages. EDRS price: MF--$0.75; HC--$1.50.

ED 090 479. *Images of Women. A Bibliography of Female Resources for Pennsylvania Schools*--Elizabeth S. Haller. Pennsylvania State Department Education, Harrisburg. Bureau of Curricular Studies. November 1973. 53 pages, EDRS price: MF--$0.75; HC--$3.15.

Feminist materials, including films and tapes, are grouped into several categories relating to biographies, careers, fiction, history, literature and the arts, psychology, and sociology.

EJ 093 212. *A Basic Outline for Teaching "Women in Antiquity"*--Kathleen Berman, *Classical World*, v67 n4, pp. 10-12, December 1973.

Presents an annotated list of animated, documentary and live-action films dealing with the sex and stereotyping of women and suitable for high school students.

EJ 195 350. *"The Me I Want to Be": Students' Aspirations in the Seventies.* By Carole Hahn. *Social Education*, v38 n4, pp. 334-344, April 1974.

A survey of student opinion reflects the influence of schools on the development of sex roles. Activities are suggested to learn the social science skills of data collecting and interpretation in order for students to develop their own concepts and values of role, status, and socialization.

Sex-Role Stereotyping in Materials

ED 090 550. *Sex Stereotyping in Instructional Materials.* Educational Products Information Exchange Institute, New York City. December 1973. 8 pp. EDRS price: MF--$0.75; HC--$1.50

The problem of sex bias in textbooks, particulary at the

elementary level, is discussed. A list of available remedies for those who want to challenge sexism in education is also included.

ED 091 255. *"You Won't Do" What Textbooks on U. S. Government Teach High School Girls*, with *"Sexism in Textbooks: An Annotated Source List of 150+ Studies and Remedies"*--Jennifer S. McLeod and Sandra T. Silverman. KNOW, Incorporated. Pittsburgh, Pennsylvania. 1973. 118 pp. EDRS price: MF--$0.75; HC only available from KNOW, Incorporated, Post Office Box 86031, Pittsburgh, Pennsylvania 15221 ($2.25 fourth class; $3.00 airmail).

A concern with the probably damaging effects of women in high school U. S. government textbooks led to this study of eight textbooks popularly used in senior high schools. A content analysis is reported along with recommendations for action and change.

ED 095 010. *Women in Aprons: The Female Stereotype in Children's Readers*--Linda Oliver. *Elementary School Journal*, v74, n5, pp. 253-295, February 1974.

Discusses five stories in an elementary school reader with reference to the sex-role stereotypes portrayed in their plots. Women and girls are described as helpless, servile, and passive.

Women Teachers and Administrators

ED 090 108. *...sm in the Schools: A Handbook for Action*--Nina Rothchild. Se... 1973. 72 pp. EDRS price: MF--$0.75; HC--only available from N... Rothchild, 14 Hickory, Mohtomedi, Minnesota 55115 ($2.00).

This handbook was written for readers aware of and concerned about the sex bias in public schools. The materials are based on the experience of a board member in a small suburban school district in Minnesota.

EJ 097 877. *Let's Open District Doors to Female Administrators*--Charlene T. Dale. *Nation's Schools*. v93 n6, pp. 12, 16, June 1974.

School districts should and can eliminate sex discrimination in administrative positions. Women form a largely untapped pool of administrative talent that should be tapped in order to help run schools more effectively.

APPENDIX D-5

The following appendix (D-5) is an adaptation of the bibliography for the Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association.

APPENDIX D-5

BIBLIOGRAPHIES/RESOURCES

Business and Professional Women's Foundation. CAREER COUNSELING: NEW PERSPECTIVES FOR WOMEN AND GIRLS, A SELECTED ANNOTATED BIBLIOGRAPHY. 1972. Business and Professional Bibliography is divided into two sections: research material on counseling and occupational choices; careers--where they can be found and how to go about getting jobs. 50¢

Farmer, H., and Backer, T. COUNSELOR'S SOURCEBOOK: CAREER GUIDANCE AND VOCATIONAL COUNSEL FOR WOMEN. SOURCEBOOK is being developed as part of a project of Human Interaction Research Institute, Los Angeles, sponsored by National Institute of Education. Publication will include discussions of recent research on counseling women and impact of federal legislation on women's work opportunities; facts about women at work in the 70's and a listing of information sources. Available early in 1975

Feminists on Children's Media. LITTLE MISS MUFFET FIGHT BACK (Rev. ed.) New York: Feminists Book Mart, 1974. 16211 Ninth Avenue, Whitesteon, New York 11357. 64 page annotated list of recommended non-sexist books about girls for young readers (textbooks are not included). $1.25

Resource Center on Sex Roles in Education. RESEARCH ACTION NOTES, December 1973. 1156 Fifteenth Street, N.W. Washington, D.C. 20005. This issue notes progress made at state level in eliminating sex role and racial bias in education; lists conference resources. Write to be put on their mailing list.

Sense and Sensibility Collective. WOMEN AND LITERATURE: AN ANNOTATED BIBLIOGRAPHY OF WOMEN WRITERS. (2nd ed. rev.) Cambridge: Sense and Sensibility, 1973. 57 Ellery Street, Cambridge, Massachusetts 02138. 399 entries, mainly 20th century authors with two shorter lists of writers before the 20th century and works about literature. Biographic notes included for some major writers. $1.25

U.S. Commission on Civil Rights. CIVIL RIGHTS DIGEST, Spring 1974. 1121 Vermont Avenue, Room 410, Washington, D.C. 20425. This issue includes articles on feminism as it relates to Puertorriquenas, Chicanas, Black Women, Asian and Indian women. Digest also offers a Resource list for Women: research centers, clearinghouses on women's issues, legal aid sources, and women's centers. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. A guide to sources of data on women and women workers for the United States and regions, states and local areas. 1972. Washington, D.C. 20210. Free

Women's Bureau. American women at the crossroads: Directions for the future. 1970 U.S. Department of Labor, Washington, D.C. 20210. Report of the 50th Anniversary Conference of the Women's Bureau. Ten appendices: roster, directory, agency/organization representation, exhibits and selected references. Free

Women's Bureau. Publications of the ..... 1974. U.S. Department of Labor, Washington, D.C. 20210. Over 75 listings of excellent resource material. Price list included although much of the material is free. Free

COUNSELING

Bem, S., and D. Bem. TRAINING THE WOMAN TO KNOW HER PLACE: THE SOCIAL ANTECEDENTS OF WOMEN IN THE WORLD OF WORK. 1973. Pennsylvania Department of Education Box 911 Harrisburg, Pennsylvania 17126. Explanation of the effect of sex role conditioning on women's aspirations and the ways in which women learn their place in society.

Birk, J., and Tanney M. "CAREER EXPLORATION FOR HIGH SCHOOL WOMEN: A MODEL." Paper presented at the National Education Association Conference, 1972 at Airlie, Virginia. NEA, 1201 16th Street, N.W. Washington, D.C. 20036. A model designed for junior and senior high school levels to heighten awareness of the influence of sexism regarding women's roles.

Broverman. I., ET AL. "SEX ROLE STEREOTYPING AND CLINICAL JUDGEMENTS OF MENTAL HEALTH." JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY, 1970, 34. KNOW, Incorporated, reprint, P.O. Box 86031, Pittsburgh, Pennsylvania 15221. Paper studies the assumptions of clinical psychiatrists and psychologists about the healthy male, healthy female, and the healthy adult. 40¢

De Vivo, P., and De Vivo S. "HELP FOR THE WOMEN BREADWINNER." Reprinted from MANPOWER, February 1973, 5. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Report of the experimental Female Job Placement Program's efforts to increase job options and pay for disadvantaged women. Free

Gardner, J. "SEXIST COUNSELING MUST STOP." PERSONNEL AND GUIDANCE JOURNAL, May 1971, 49. Know, Incorporated reprint, P.O. Box 86031, Pittsburgh, Pennsylvania 15221. Call for change in counseling. Includes a useful chart listing similiarties between two oppresses groups: women and blacks. 30¢

Lipman-Blumen, J. "HOW IDEOLOGY SHAPES WOMEN'S LIVES." SCIENTIFIC AMERICAN, January 1972, 226. Data from a survey of college women reveal that a women's life goals, particularly her educational and occupational aspirations, are guided by the type of sex role ideology acquired in childhood.

Marshall, P. "LOOK WHO'S WEARING LIPSTICK!" Reprinted from MANPOWER, December 1972, 4. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Interesting and revealing interviews with women working at "men's" jobs. Free

Mitchell, J. OTHER CHOICES FOR BECOMING A WOMAN. Pittsburgh: Know, Incorporated 1974, A Feminist handbook for high school women to help them realize their potential as women and plan now for other choices. $5.50

National Institute of Education Career Education Program. GUIDELINES FOR ASSESSMENT OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST INVENTORIES. 1974. U.S. Department of Health, Education, and Welfare, NIE, Washington, D.C. 20208. Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretative information.

PROJECT ON THE STATUS AND EDUCATION OF WOMEN, ASSOCIATION OF AMERICAN COLLEGES. American Personnel and Guidance Association cites vocational test for sex bias. June 1972. 1818 R. Street, N.W. Washington, D.C. 20009. APGA cites Strong Vocational Interest Blank as discriminatory in a resolution March 1972. Free

Sandler, B. The academic woman: "WHY WOMEN NEED LESS PAY (AND OTHER MYTHS)." The CHRONICLE OF HIGHER EDUCATION, March 1973. Reprinted by the Project on the Status and Education of Women, Association of American Colleges. 1818 R. Street, N.W. Washington, D.C. 20009. Article lists thirteen myths concerning the academic woman and pay. Free

Seed, S. SATURDAY'S CHILD. New York: Bantam Books, 1974. 36 women photographed and interviewed about their jobs and careers--occupations which until recently have been considered out of reach. $1.25

Stevenson, G. "CAREER PLANNING FOR HIGH SCHOOL GIRLS." Reprinted from OCCUPATIONAL OUTLOOK QUARTERLY, Summer 1973. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Pamphlet points out reasons for planning for a career, not merely for work. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. CAREERS FOR WOMEN IN THE 70'S. 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Projects changes in major occupation groups in order to help women make realistic career plans. 50¢

U.S. Department of Labor, Employment Standards Bureau, Women's Bureau. HIGHLIGHTS OF WOMEN'S EMPLOYMENT AND EDUCATION. 1974. Washington, D.C. 20210. Statistics on women's employment patterns, earnings and education including age, family status and occupations. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. THE MYTH AND THE REALITY. 1974. Washington, D.C. 20210. Paper refutes nine common misconceptions with the truth about working women. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. WHY WOMEN WORK. 1974. Washington, D.C. 20210. Women work to support themselves and others' discussion supported by facts and figures. Free

U.S. Department of Labor, Wage and Standards Administration, Women's Bureau. FACTS ABOUT WOMEN'S ABSENTEEISM AND LABOR TURNOVER. 1969. Washington, D.C. 20210 Again, the myth and the reality. Free

U.S. Department of Labor, Women's Bureau. CONOZCA SUS DERECHOS. 1967. Washington, D.C. 20210. What the working wife should know about her rights (Spanish translation) Free

YWCA Vocational Readiness Program. WILL MARRIAGE TURN YOU ON FOR 50 YEARS? Brochure available from the YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, California 90038 Games, role playing and counseling techniques dramatizing the realities concerning women in marriage and careers. Useful with junior and high school students. 15¢

CURRICULUM

Ahlum, C., and Fralley, J. FEMINIST RESOURCES FOR SCHOOLS AND COLLEGE: A GUIDE TO CURRICULAR MATERIALS. New York: Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, New York 11568. This resource list is for teachers, students, counselors, librarians and parents interested in challenging sexism in education and creating non-sexist curriculum. $1.25

Ahlum,C., and Fralley, J. "FEMINIST STUDIES." TODAY'S EDUCATION, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1156 15th Street, Washington, D.C. 20005. Discussion of curriculum material for high school feminist studies.

Citizen's Advisory Council on the Status of Women. NEED FOR STUDIES OF SEX DISCRIMINATION IN PUBLIC SCHOOLS. 1971. Department of Labor Building, Room 1336, Washington, D.C. 20210. Booklet recommends state and city commissions and those interested in education review public school systems to determine degree of sex discrimination.

COLLOGUY, November 1973, 6. THE AWARENESS GAME. Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. Eighteen essays giving an overview of sexism in education. 50¢

Eaton, C., and Jacobs, C. "SEXISM IN THE ELEMENTARY SCHOOL." TODAY'S EDUCATION, 1972 Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. The sexist messages children receive in school damage individual growth; checklist for analyzing sexism in classroom books.

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Kane, I. WOMEN AT WORK. San Francisco: Change for Children, 1974. 2888 Mission Street, Room 226, San Francisco, California 24110. Packet of fifteen 8 X 10 photo reproductions. Suggestions for classroom use come with each packet. Write for brochure. $3.50

Levy, B. "DO TEACHERS SELL GIRLS SHORT?" TODAY'S EDUCATION, 1972. Reprinted in NATIONAL EDUCATION ASSOCIATION pamphlet, Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. Outlines what educators can do to correct the detrimental effects of sex role socialization in schools.

Moberg, V. CONSCIOUSNESS RAZORS. 1972. The Feminist Press, Box 334, Old Westbury, New York, 11568. Creative ideas for changing consciousness about sex roles; good pamphlet for classroom use.

Macleod, J., & S. Silverman. YOU WON'T DO: WHAT TEXTBOOKS ON U.S. GOVERNMENT TEACH HIGH SCHOOL GIRLS. Pittsburgh: Know, Incorporated. 1974. Suggestions for action and recommendations for changing curriculum; includes an annotated bibliography of studies of women in textbooks. $2.25

National Education Association. SEX ROLE STEREOTYPING: HELPING TEACHERS TEACH. Customer Service Section 148, 1201 16th Street, N.W., Washington, D.C. 20036 Brochure listing non-stereotyped (race or sex) printed and audio-visual material with price list.

Resource Center on Sex Roles in Education. TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING. The National Foundation for the Improvement of Education, 1974. Resource Center on Sex Roles in Education, 1156 15th Street, N.W. Washington, D.C. 20005. 108 page paperback designed as supplemental instructional materials to assist children explore and understand that sex role stereotyping has limited female and male roles. For elementary, intermediate and secondary school teachers. $3.00

Sexism in Textbooks Committee of Women. GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS. 1972. Scott, Foresman, and Company, 1900 East Lake Avenue, Glenview, Illinois 60025. Nine-page booklet recommendations for text and illustrations, language, and assignment of roles and activities. Free

Shargel, S., & Kane, I. WE CAN CHANGE IT! San Francisco: Change for Children 1974, 2588 Mission Street, Room 226, San Francisco, California 94110. Ideas, experience and suggestions for eliminating school classrooms. $1.00

Sinowitz, B. "NEW LEGAL REMEDIES FOR WOMEN." TODAY'S EDUCATION, 1972. Reprinted in National Education Assignment pamphlet, Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. A listing of directions for legal redress and settlement for teachers and students who have suffered discrimination.

American Personnel and Guidance Association Commission for Women. Paper gives brief history of the Commission, its functions and contributions. The 1973-74 Report of the Commission for Women, which includes a selected bibliography, Essential Readings for counselors of girls and women, is available from Dr. Lynn Haun, 8335 Caribbean Way, Sacramento, California 95826. 75¢

American Federation of Teachers, Women's Rights Committee. WOMEN'S RIGHTS POLICY RESOLUTIONS. 1973. Marjorie Stern, Chairwomen, AFT Women's Rights Committee, 1012 14th Street, N.W. Washington, D.C. 20005. Lists resolutions adopted by annual conventions of the AFT. 10¢

Brennan, P. SECRETARY'S STATEMENT COMMEMORATING WOMEN'S WEEK, AUGUST 25, 1974. U.S. Department of Labor, Office of Information, Washington, D.C. 20210. Secretary Brennan's salute to women workers calls for renewed effort in ratifying the Equal Rights Amendment. Free

Chisholm, S. THE 51% MINORITY. Address delivered to the Conference on Women's Employment, Chicago, 1970. Reprint available from KNOW, Incorporated. Chisholm argues for rejection of old stereotypes in order to create change: a humanistic way. 20¢

Chisholm, S. SEXISM AND RACISM: ONE BATTLE TO FIGHT. American Personnel and Guidance Association, October 1972, 51. Belief in liberty and equality requires that everyone must join the struggle for equal rights for all.

Citizen's Advisory Council on the Status of Women. WOMEN IN 1973. Available from the U.S. Government printing Office, Washington, D.C. 20402. Council report to the President on its efforts to improve that status of women. Eight useful appendices concerning women's organizations, voter statistics, Equal Rights Amendment and appointment of women to the Nixon administration. $1.30

De Pauw, L. FOUR TRADITIONS: WOMEN OF NEW YORK DURING THE AMERICAN REVOLUTION. 1974. New York State American Revolution Bicentennial Commission, Albany, New York 12210. Survey of four cultural traditions in the 17th and 18th centuries and the history of New York state women. $1.00

Giele, J. "CHANGES IN THE MODERN FAMILY: THEIR IMPACT ON SEX ROLES." AMERICAN JOURNAL OF ORTHOPSYCHIATRY, October 1971, 41. Reprint available from KNOW, Incorporated. The worlds of women and men increasingly overlap; discussion of changes and sex roles. 30¢

Hovey, M. "A DOUGHTY LADY TURNS 50." Reprint from MANPOWER, March 1970, 2. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. History of the Women's Bureau from its creation in 1920 to the 70's. Free

McGuigan, D. (Ed.) A SAMPLER OF WOMEN'S STUDIES. Ann Arbor: University of Michigan Center for Continuing Education of Women, 1973. Seven papers by women scholars discuss women in mythology, dance, American politics, the law, and other areas. $2.50

Schneir, M. (Ed.) FEMINISM: THE ESSENTIAL HISTORICAL WRITINGS. New York: Vintage Books, 1972. The unknown history of womankind: essays, fiction, memoirs and letters by major feminist writers.

Stanton, E. SENECA FALLS RESOLUTIONS--1948. Reprint available from KNOW, Incorporated. Resolutions and declarations adopted at the first equal rights for women meeting in the United States (and the world?). 10¢

Steinem, G. "WOMEN'S LIBERATION AIMS TO FREE MEN, TOO." The Washington Post, June 7, 1970. Reprint available from KNOW, Incorporated. Discussion of women's liberation movement as a liberating force for men as well as women. 10¢

U.S. Center for International Women's Year. 1975 IS INTERNATIONAL WOMEN'S YEAR. 1630 Crescent Place, N.W., Washington, D.C. 20009. Paper outlining IWY 75 goals: equality, development and peace at the international level and U.S. participation.

U.S. Department of Commerce, Bureau of the Census. WE THE AMERICAN WOMEN. 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Statistical profile of women in American society. 45¢

U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics. SELECTED STATISTICAL NOTES ON AMERICAN EDUCATION. February 1973. Available from the United States Government Printing Office, Washington, D.C. 20402. Comprehensive statistics on enrollment, attendance, expenditures, teacher-characteristics and more. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. FACTS ON WOMEN WORKERS OF MINORITY RACES. May 1974. Washington, D.C. 20210. Paper gives statistics on women by age, race, sex, marital status, number of children, education, occupation groups, salary and wages. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. FUNCTIONS AND SERVICES OF THE WOMEN'S BUREAU. Washington, D.C. 20210. Services provided are: clearinghouse of ideas and information, reference source, advisory and technical assistance, dissemination of information, active leadership. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. STEPS TO ADVANCE EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN. 14 ways to ensure equality. Free

U.S. Department of Labor, Employment Standards Administration Women's Bureau. PROMOTIONAL FOR: A WORKING WOMAN'S GUIDE TO HER JOB RIGHTS. 1974. Washington, D.C. 20210. Publication is a guide to knowing your rights: before, during and after working. Single copy free from Women's Bureau. Multiple copies 60¢ (25% discount on 100), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. WOMEN WORKERS IN _____ (BY STATE), 1970. Washington, D.C. 20210. Comprehensive analysis of women in the labor force by age, education, marital status, occupation, income, race and sex. Free

U.S. Department of State. "INTERNATIONAL WOMEN'S YEAR 1975." GIST August 1974. Bureau of Public Affairs, Washington, D.C. Paper lists background and goals of IWY 75.

Verheyden-Hilliard, M. "TESTIMONY BEFORE COMMUNICATIONS SUBCOMMITTE OF SENATE COMMERCE COMMITTEE IN HEARINGS OF CHILDREN'S TELEVISION PROGRAMMING." Reported in MEDIA REPORT TO WOMEN, September 1974. 3306 Ross Place, N.W., Washington, D.C. 20008. Discussion of the distorted and limited view of the role of girls and women in our society as presented in children's television programming.

CHARTS

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. FULLY EMPLOYED WOMEN CONTINUE TO EARN LESS THAN FULLY EMPLOYED MEN OF EITHER WHITE OR MINORITY RACES. 1974. Washington, D.C. 20210. Bar graphs illustrate women and men's earnings. (8" X 10½" black and white.) Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. MOST WOMEN WORK BECAUSE OF ECONOMIC NEED. 1974. Bar graph presentation of women in the labor force by marital status (8" X 10½" black and white). Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. WOMEN ARE UNDERREPRESENTED AS MANAGERS AND SKILLED CRAFT WORKERS. 1974. Bar graph illustration of percentages of women in various occupations as managers (8" X 10½" black and white). Free

LAW

National Education Association. COMBATING DISCRIMINATION IN THE SCHOOLS 1973. Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. Booklet outlines major anti-discrimination laws and regulations and offers suggestions for filing complaints. Appendices give check lists for determining race and sex discrimination in the school and sources of help. $1.25

National Education Association. WHAT IS AFFIRMATIVE ACTION? 1973. Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. Booklet is in question and answer form as a way of determining discrimination in educational institutions regarding employment. $1.00

Project on the Status and Education of Women, Association of American Colleges. SEX DISCRIMINATION PROVISIONS CONCERNING STUDENTS AND EMPLOYEES AS CONTAINED IN THE HIGHER EDUCATION ACT OF 1972. 1818 R Street, N.W., Washington, D.C. 20009. Comprehensive five-page outline of Title IX provisions. Free

Rawalt, M. SUPPORT OF THE EQUAL RIGHTS AMENDMENT TO THE CONSTITUTION-TESTIMONY BEFORE THE SUBCOMMITTEE ON CONSTITUTIONAL AMENDMENTS. June 1970. Reprinted by KNOW, Incorporated. Attorney Rawalt's analysis of the laws compels the conclusion that American women are without equal protection and due process. 20¢

U.S. Department of Health, Education and Welfare, Office of the Secretary, Office for Civil Rights. HIGHER EDUCATION GUIDELINES: EXECUTIVE ORDER 11246, 1972. Washington, D.C. 20201. Requirements of the order for non-discrimination in situations of higher education (with detailed appendices of other civil rights laws) are outlined in these guidelines. Free

U.S. Department of Health, Education and Welfare, Office for Civil Rights. SEX DISCRIMINATION. 1973. Washington, D.C. 20201. Pamphlet outlines prohibitions against sex discrimination under existing federal laws and regulations. List of the ten regional Offices for Civil Rights is included. Free

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. BRIEF HIGHLIGHTS OF MAJOR FEDERAL LAWS AND ORDER ON SEX DISCRIMINATION. 1973. Washington, D.C., 20210. Free

POSTERS

Project on the Status and Education of Women, Association of American Colleges. FEDERAL LAW AND REGULATIONS CONCERNING RACE AND SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS. 1973. Prepared by Resource Center on Sex Roles in Education, 1156 Fifteenth Street, N.W., Washington, D.C. 20005. Handsome two-color poster (22½" X 35") presents in chart-form everything you need to know to file a complaint. Free

U.S. Department of Health, Education and Welfare, Office for Civil Rights. STUDENTS; EQUAL OPPORTUNITY IN HIGHER EDUCATION IS YOUR RIGHT REGARDLESS OF RACE, COLOR, NATIONAL ORIGIN OR SEX. 1973. Information Office, 330 Independence Avenue, S.W., Washington, D.C. 20201. Shiny three-color 12" X 15" poster reminds us that equality in counseling, facilities, housing, etc. is the law. Free

SPORTS

"REVOLUTION IN WOMEN'S SPORTS." Reprint from WOMEN SPORTS, September 1974. 1660 South Amphlett Boulvard, Suite 266, San Mateo, California 94402. 24 page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes towards sports, and more. Plus: The action manual: Talking back, snappy comebacks to sexist arguments, using the law to fight back, winning athletic scholarships, getting help. This report is one of the best resource about women and sports. $1.00

APPENDIX D-6

CAREER OPPORTUNITY RESOURCE

1. THE VOCATION READ NESS PACKAGE: A ROLE MODEL WOMAN PROGRAM

   Jean Scott, Metropolitan YWCA
   722 Oxford Street
   Los Angeles, California 90005

2. GREAT EXPECTATIONS

   San Fernando Valley AADW for $1.00
   Myra Fisher
   4805 Durman Avenue
   Woodland Hills, California 91364

3. PLANNING AHEAD FOR THE WORLD OF WORK

   Louise Vetter and Barbara Sethney
   Center for Vocational and Technical Education
   Ohio State University
   Available from: E.R.I.C. Documents Reproduction
   Drawer 0
   Bethesda, Md. 20014 for $3.29

4. EXPLORING SEX-TYPING: A KIT FOR COUNSELORS

   Education Chairperson
   Status of Women Council of B.C.
   Suite 102 1045 West Broadway
   Vancouver 9
   British Columbia, Canada

Choose several of the following films and have the teacher watch them carefully.

1. "Joyce at 34" (28 minutes $37.00 rental)
   Story of a woman combining motherhood and a career.
   New Day Films
   267 West 25th Street
   New York, New York 10001

2. "Until I Die" (1970, 29 minutes)
   A women psychiatrist works with terminally ill people.
   Video Nursing Incorporated
   2834 Central Street
   Evanston, Illinois 60201

3. "Resolved: Medicine Needs More Women" (18 minutes $15-20)
   Network for Continuing Medical Education
   15 Columbus Circle
   New York, New York 10023

4. "Take This Woman" (25 minutes, $12.00 rental)
   Study of women and equal employment
   NBC Educational Enterprises
   20 Rockefeller Plaza
   New York, New York 10020

5. "Katie Kelly" (6 minutes, $10.50 rental)
   Day in the life of a professional writer, environmentalist and community activist.
   Women Make Movies
   107 East 26th Street
   New York, New York 10001

6. "Never Underestimate the Power of a Woman" (15 minutes, $12.50 rental)
   Women in strenuous work--from truck driver to machine operator.
   Bureau of Audio-Visual Instruction
   University of Wisconsin, Department of Photography & Cinema
   1327 University Avenue
   Madison, Wisconsin 53706

7. "Cinderella is Dead" ($16.00)
   Women in the labor market (filmstrip)
   NEA
   Consumer Service Section
   1201 16th Street, N.W.
   Washington, D.C. 20036

APPENDIX E

TESTING

APPENDIX E-1

GUIDELINES FOR ASSESSMENT OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST INVENTORIES

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff, a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C. in March 1974. Through successively revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit--or might cause others to limit--his or her considerations of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, available from the Career Education Program, National Institute of Education, Washington, D.C. 20208 in October 1974.

The term "career interest inventory," as used in these guidelines refers to various formal procedures for assessing educational and vocational interests. The term includes, but is not limited to, nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards (a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) *Standards for Educational and Psychological Tests* (1974) requires them to produce; and (b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972) or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision-making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress.)

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales; e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliablility, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicated whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientations should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at *all* career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender, and (b) certain social roles are automatically sex-linked.

H. The user's manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex; and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these

differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of non-stereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information--skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decisions. However, the possible biases of these variables should also be taken into consideration.

FOOTNOTES

[1]For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

[2]An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is *not* sex-restrictive if *each* career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude--that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work...The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of both of these interpretations will appear in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, (U.S. Government Printing Office, 1974, in press.)

REFERENCES

American Psychological Association. *Standards for Educational Psychological Tests.* Washington, D.C.; American Psychological Association, 1974. Available from the American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036. $5.00 for non-members; $3.00 for members.

Equal Employment Opportunity Commission. "Guidelines on Employee Selection Procedures". *Federal Register,* Volume 35, Number 149

Diamond, Esther E., Editor. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* Washington, D.C.; United States Government Printing Office, 1974, in press. To be available from the Career Education Program, National Institute of Education, Washington, D.C. 20208

Scott, Foresman and Company, *Guidelines for Improving the Image of Women in Textbooks.* Glenview, Illinois, September, 1972. Available, Glenview, Illinois 60025

Title IX, *Education Amendments of 1972.* Public Law 92-318, June 23, 1972.

APPENDIX F

GUIDELINES FOR ASSESSING EDUCATIONAL MATERIAL

APPENDIX F-1

GUIDELINES FOR

IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Scott, Foresman and Company

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Scott, Foresman and Company

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. These guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Whether accidentally or intentionally, women have frequently been treated as inferiors. Textbooks should treat women and men as equals. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women or men only in stereotyped roles with less than the full range of human interests, traits, and capabilities. The actual role of sexism in society, past and present, should not be ignored; and, where appropriate, textbooks can discuss sexism as an important phenomenon without reflecting or reinforcing sexist bias.

GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

The actions and achievements of women should be recognized.

The contributions of women to politics, the sciences, the arts, and other fields often considered exclusively masculine should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the content of textbooks-authors, permissions, space, time, money, the market, etc.-these limitations should not be used to exouse bias, prejudice, or insensitivity.

Women and girls should be given the same respect as men and boys.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

Material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that material about a woman who is stupid, financially inept, a bad driver, a shrewish mother-in-law, a blind follower of male initiative, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected *Alice in Wonderland* or *The Wizard of Oz* because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries. However, care must be taken to avoid replacing old stereotypes with new ones. Showing some women in traditional roles, such as housewife or nurse, is not sexist if women are shown in other roles as well.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

Dealing with the omission of women

Terms and titles which use *man* to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
early man	early humans, early men and women
Neanderthal man	Neanderthals, Neanderthal men and women
When man invented the wheel...	When the wheel was invented..., When people invented the wheel...
History of the Black Man in America Man and His World	*History of Black People in America World History*

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
businessmen	businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists*
congressmen	members of Congress, congressmen and women
mailmen	letter carriers
repairmen	people who repair..., repairers

*Since the term *businessmen* is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.

A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these terms would be noteworthy in referring to a man in the same context.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the fair sex, the weaker sex	women
the girls in the office	the women in the office
sculptress, suffragette	sculptor, suffragist
the ladies and the men	the women and the men, the ladies and the gentlemen
men (and women)	men and women
man and wife	husband and wife, man and woman, the couple
The works of Hemingway, Steinbeck, and Miss Buck were widely read.	The works of Hemingway, Steinbeck, and Buck were widely read.
The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Emily's style is spare and simple, while Cummings'...	The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings'...
Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium. Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blonde grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, credit manager for Bloominghill's department store.

The candidates were Bryan K. Wilson, a handsome, silver-haired father of three, and Florence Greenwood, a pert, blonde grandmother of five.

Eliminating sex-role stereotypes

Editors and authors should be cautious when they assign activities or roles to people or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured playing with dolls or boys should never be pictured playing with baseballs, but that a more varied picture is also a more realistic one.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the family members could take care of it by themselves.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you would like to do when you grow up.
Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.	Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship.
	Personal symbols...To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood.

When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Al listened *patiently* to the ladies chatter.	Al listened *patiently* while the women talked.
The *ex-stenographer* got a job as a stewardess with an airline.	The *ex-stenographer* got a degree in accounting.

Words like *spokesperson* and *chairperson*, introduced into the language to prevent the omission of women, should not be applied to women only. When *-person* is used, it refers to either a man or a woman.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVE:
Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.	Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.

Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the common man, the man on the street	ordinary people
the man who pays a property tax	the person who pays a property tax
the typical American...he	typical Americans...they
the teacher...she	the teacher...he or she, teachers...they
the housewife who complains about higher prices	the consumer (homemaker) who complains about higher prices

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitue *he* or *she, her* or *him, him/her,* or a synonym for the noun.

It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

Changing language that demeans women

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like *girl, young woman, woman, lady,* and *gal* often subtly denigrate women's achievements.

They should be used only when their counterparts *boy, young man, man, gentleman,* and *guy* would be appropriate in referring to a male.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Andrew Wyeth is a fine painter, and Georgia O'Keeffe is a fine woman painter.	Andrew Wyeth and Georgia O'Keeffe are fine painters.
Marie Curie did what few people-men or women-could do.	Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful lady advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

Terms such as *woman doctor* or *female executive* are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
The ancient Egyptians allowed women considerable control over property.*	Women in ancient Egypt had considerable control over property.

	Men in ancient Egypt allowed women considerable control over property.+
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.*	Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.
the farmer and his wife*	a farm couple
a homeowner and his family*	homeowners and their children

*These examples do not make sense inasmuch as terms like *ancient Egyptians, slave, farmer, homeowner* include women.

+This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.
The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Revising sexist manuscripts

A manuscript may contain so many instances of sexist language that a complete revision is necessary. Following are two such selections along with possible revisions.

SEXIST PASSAGES:	SUGGESTED REVISIONS:
Have one member of the class walk onstage into an environ-	Imagine yourself in a particular situation. Without telling

ment of his choosing (remembering the difference between showing and doing, be sure he does not *show* you where he is, but rather *does* what he would normally do in that place). When you are sure where he is, join him in the enviornment. As each member of the class discovers where he is, they in turn may join him onstage.

the class where you are, walk onstage into this environment. Remember the difference between showing and doing and *do* what would normally be done in the place you have choosen. As other class members recognize your environment, they may join you onstage, becoming a part of the same situation.

Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austen and Emily Bronte. Although she was considered attractive by men and had suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coverted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel *Crassington* which dealt with man's alienation-a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

Born in Manchester, England, in 1922, the daughter of middle-class parents, Mary Barrington spent a good deal of her childhood reading the works of well-known English authors such as Jane Austen and Emily Bronte. She was intent on pursuing a literary career, and her sharp mind attracted the attention of instructors at Queen's College. In her final year, she won the coveted Queen's Prize for Literature. By 1946, Barrington had become a nationally known author, largely due to her best-selling novel *Crassington*, which dealt with human alienation-a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, where she leads an active life and enjoys good health.

Dealing with unavoidable sexism

If, after careful consideration, an author or editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. For example, the following questions appeared in one text after the story "The Journal of a Wife-Beater":

1. The Latins have a word for it: *machismo*, that flaunting of masculinity that is expected in certain male-dominated societies. To what degree does the Vasili who begins this journal seem

to accept this concept of male superiority?

2. Every time Nitsa hits her husband, she states clamly, "I owed you one...." Is she, as she claims, simply repaying a debt?

3. Try your hand at writing a journal Nitsa might have kept for days covered in the story.

APPENDIX F-2

EVALUATING MATERIALS FOR SEXISM

CHECK LIST

REPRESENTATION

I. Number of masculine pronouns or references _____

Number of feminine pronouns or references _____

II. Number of illustrations depicting males _____

Number of illustrations depicting females _____

III. Number of stories or themes with main character-male _____

Number of stories or themes with main character-female _____

ROLE STEREOTYPING

I. Number of times persons are shown:

	MALE	FEMALE
A. Being active	_____	_____
B. Using initiative	_____	_____
C. Showing independent	_____	_____
D. Solving problems	_____	_____
E. Earning Money	_____	_____
F. Receiving recognition	_____	_____
G. Being inventive	_____	_____
H. Being passive	_____	_____
I. Fearful	_____	_____
J. Helpless	_____	_____
K. Receiving help	_____	_____
L. Receiving derogatory comments	_____	_____

M. Showing emotions _____ _____

II. Number of occupations filled by males _____

Number of occupations filled by females _____

APPENDIX G

LEGISLATION

APPENDIX G-1

ASSEMBLY, NO. 823

STATE OF NEW JERSEY

INTRODUCED MARCH 13, 1972

By Assemblywomen KLEIN, Assemblyne PERSKIE, OWENS

and Assemblywomen FENWICK

Referred to Committee on Education

An Act prohibiting discrimination in the Public Schools of this State,

I. Be it Enacted by the Senate and General Assembly of the State of New Jersey:

1. No pupil in a public school in this State shall be discriminated against in admission to, or in obtaining any advantages, privileges or courses of study of the school by reason of race, color, creed, sex or national origin.

2. This act shall take effect immediately.

APPENDIX G-2

EDUCATION

STATE BOARD OF EDUCATION

Proposed Rules on Equality
in Educational Programs

The State Board of Education, pursuant to authority of N.J.S.A. 18A:36-20, proposes to adopt new rules on equality in educational programs.

Full text of the proposed new rules follows:

CHAPTER 4

EQUALITY IN EDUCATIONAL PROGRAMS

6:4.1.1 Purposes and objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence or social or economic background. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices:"shall mean any action or failure to act based upon race, color, creed, religion, sex, national origin, ancestry, place of residence or economic or social condition.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables of corrective action to overcome the effects of previous patterns of discrimination and a systematic, internal monitoring procedure to ensure continuing compliance:

1. One such program or plan shall include, but need not be limited to action as required by Section 4, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 5, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate an affirmative action officer who shall coordinate, implement and report to the local board on the district's efforts to comply with these regulations.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis sufficient to identify and solve problems of racial, sexual, religious, national or cultural bias.

(e) Each local school district shall develop guidelines and procedures to review and evaluate whether proposed courses of study and instructional materials contain bias based upon race, sex, religion, national origin, ancestry or culture. These guidelines and procedures shall encourage community involvement.

Until all courses of study and instructional materials already in use are changed so as to eliminate racial, sexual and cultural bias, supplementary materials shall be utilized.

6:4-1.4 Technical assistance

The Commissioner or his designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures and in-service training for school personnel so as to aid in the elimination of bias on the basis of race, color, creed, sex or national origin.

6:4-1.5 School and classroom practices

(a) All public school students shall have equal access to all educational programs and activities.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely based on race, color, creed, sex or national origin.

(c) There shall be no discrimination against students because of pregnancy, childbirth or pregnancy related disabilities, actual or potential parenthood, family or marital status. A student shall not be excluded from a class or classes because of pregnancy or related conditions unless she so requests, or her physician certifies that such exclusion is necessary for her physical, mental or emotional well-being, in which case she must be provided adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, sex or national origin in any duty, work, play, classroom or school practice.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music and adult education, shall be limited on the basis of race color, creed, sex or national origin.

(f) The athletic program, including but not limited to intramural-extramural, and inter-scholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, sex or national origin.

1. The activities comprising such athletic program shall receive equal treatment, including but not limited to staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) Public school students are not required to share sanitary facilities, including rest rooms, showers and locker rooms, on a sex-integrated basis.

(h) School personnel shall not use tests, procedures or other guidance and counseling materials which establish, tend to establish or are differentiated or stereotyped on the basis of race, color, creed, sex or national origin.

School personnel shall indicate to all students all possible career, professional or vocational opportunities available and shall in no way restrict the options offered to students on the basis or race, color, creed, sex or national origin.

6:4-1.6 Employment/contract practices

(a) All persons regardless of race, color, creed, sex or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public schools shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5-1 et seq), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act), and Title IX of the Education Amendments 1972 (Higher Education Act).

(c) The school shall not enter into any contract with any person, agency or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex or national origin, either in employment practices or in provision or benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner Of Education or his designee a copy of its Resolution of Equal Educational Opportunity (See Section 2 (a) of this Chapter) and the name of its affirmative action officer (See Section 2 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for school practices, and clasroom practices. (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for employment and contract practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or his designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be full implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found to be not in compliance with these regulations or their plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judical and/or administrative Federal, State or local agencies.

6:4-1.8 State review and evaluation

(a) At least once every three years the Commissioner or his designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified indepen-

dent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accord with the procedures adopted pursuant to N.J.A.C. 6:4-1.2(a).

(c) Any and all inadequacies in the program as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7(g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A:6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 et seq.

6:4-1.10 Effect of related statutes.

The obligation to comply with these regualtions is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, sex or national origin.

Interested persons may present statements or arguments in writing releveant to the proposed action

Lorraine L. Colavita
Controversies and Disputes
State Department of Education
225 West State Street
Trenton, N.J. 08625

The State Board of Education, upon its own motion or at the instance of any interested party, may thereafter adopt these rules substantially as proposed without further notice.

Fred G. Burke
Commissioner of Education
Secretary, State Board of Education

APPENDIX G-3

federal register

THURSDAY, JUNE 20, 1974

WASHINGTON, D.C.

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PART II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

■

EDUCATION PROGRAMS AND ACTIVITIES RECEIVING OR BENEFITING FROM FEDERAL FINANCIAL ASSISTANCE

Nondiscrimination on the Basis of Sex

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

[45 CFR Part 86]

EDUCATION PROGRAMS AND ACTIVITIES RECEIVING OR BENEFITING FROM FEDERAL FINANCIAL ASSISTANCE

Nondiscrimination on the Basis of Sex

The Office of Civil Rights of the Department of Health, Education, and Welfare proposes to add Part 86 to the Departmental Regulation to effectuate Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*), except sections 904 and 906 thereof (20 U.S.C. 1684 and 1686), with regard to Federal financial assistance administered by the Department. Title IX provides that "no person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance," with certain exceptions. Title IX is similar to Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et seq.*) except that Title IX applies to discrimination based on sex, is limited to educational programs and activities, and includes employment.

Subpart A of these proposed regulations (§§ 86.1 through 86.9) includes definitions and provisions concerning: remedial and affirmative actions, required assurances, dissemination of information policies, and other general matters related to discrimination on the basis of sex. The Subpart also explains the effect of state or local laws and other requirements.

Subpart B (§§ 86.11 through 81.16) describes the educational institutions and other entities, whether public or private, which are covered in whole or in part by the proposed regulations. It also includes exemptions as to admissions for certain educational institutions, as set forth in the statute, but it should be noted that these exemptions are limited to admissions. This Subpart defines "admissions," and describes certain educational institutions which are eligible to submit transition plans designed to convert their single-sex admissions processes to nondiscriminatory processes over a stated period of time not to exceed seven years from the date of enactment of Title IX (i.e. by June 24, 1979).

Subpart C (§§ 86.21 through 86.23) sets forth the general and particular prohibitions with respect to nondiscrimination based on sex in admissions policies and admission preferences, including requirements concerning recruitment of students. The regulatory requirements regarding treatment of students and employment (Subparts D and E) are applicable to all educational institutions receiving Federal financial assistance, including those whose admissions are exempt under Subpart C.

Subpart D (§§ 86.31 through 86.38) sets forth the general rules with respect to prohibited discrimination in educational programs and activities. The specific subject matter covered in Subpart D includes discrimination on the basis of sex in academic research, extracurricular and other offerings, housing, facilities, access to programs and activities, financial and employment assistance to students, health and insurance benefits for students, physical education and instruction, athletics, and discrimination based on the marital or parental status of students.

Subpart E (§§ 86.41 through 86.51) sets forth the general rules with respect to employment in educational programs and activities. The specific subject matters covered are discrimination on the basis of sex in hiring and employment criteria, recruitment, compensation, job classification and structure, promotions and termination, fringe benefits and leave, advertising, pre-employment inquiries, and discrimination with respect to marital or parental status. It also includes provisions for exemptions where sex is a *bona fide* occupational qualification.

Subpart F (§§ 86.61 through 86.66) sets forth the procedures which would govern the implementation of the proposed regulations, including procedures for effecting compliance, conducting hearings, rendering decisions and issuing notices. It also includes provisions concerning the applicability of administrative and judicial review. Section 86.11, in Subpart A, provides that the regulations apply "to each education program or activity which receives or benefits from Federal financial assistance" administered by the Department. Under analogous cases involving constitutional prohibitions against racial discrimination, the courts have held that a school district's or college's education functions include any service, facility, activity or program which it operates or sponsors, including athletics and other extracurricular activities. These precedents have been followed with regard to sex discrimination; see Brenden v. Independent School District 742, 477 F. 2d 1292 (8th Cir. 1973).

Section 86.63(c), in Subpart F, provides, as Title IX requires in 20 U.S.C. 1682, that termination or refusal to grant or continue such assistance "shall be limited in its effect to the particular education program or activity" in which noncompliance has been found. The Secretary proposes to interpret section 86.63 (c) consistently with the interpretation of similar language contained in Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d–1). He proposes, therefore, that an education program or activity or part thereof operated by a recipient of Federal financial assistance administered by the Department will be subject to the requirements of this regulation if it receives or benefits from such assistance. This interpretation is consistent with the leading case interpreting the language contained in Title VI, which holds that Federal funds may be terminated under Title VI only upon a finding they "are administered in a discriminatory manner, or if they support a program which is infected by a discriminatory environment * * *" Board of Public Instruction of Taylor County, Florida v. Finch, 414 F. 2d 1068, 1078–79 (5th Cir. 1969).

A more detailed discussion of various sections in each of the Subparts of the proposed Title IX regulations is set forth in the following paragraphs. In certain cases, major issues and the reasons for the proposed decision are discussed.

Subpart A. Section 86.2 generally provides definitions. Of particular note is § 86.2(o) which provides that where an educational institution is composed of more than one school, department or college, admission to which is independent of admission to any other component, each such school, department or college is considered as a separate unit for the purposes of determining whether its admissions are covered by the regulation. Thus, if a private institution is composed of an undergraduate and a graduate college, admissions to the undergraduate college are exempt (see discussion under Subpart B below) but admissions to the graduate school are not.

Section 86.3(a) requires remedial action to overcome the effects of previous discrimination based on sex in a Federally assisted educational program or activity. Remedial action pursuant to § 86.3(a) is restricted to areas of a recipient's educational program or activity which are not exempt from coverage. Section 86.3(b) permits, but does not require, affirmative action to overcome the effects of conditions which have resulted in limited participation by members of either sex. The Department will not require imposition of quotas under either of these sections.

Section 86.4 requires each recipient of Federal financial assistance to submit to the Director an assurance that each of its educational programs and activities receiving or benefiting from such assistance will be conducted in compliance with the regulations.

Subpart B. Section 86.13 of the regulation provides that all public and private military schools that are recipients of Federal financial assistance, whether secondary or post-secondary, are exempt from coverage. Neither the statute nor the regulation applies to U.S. military and merchant marine academies since these schools are Federal entities rather than recipients of Federal assistance.

Section 86.12 provides that the regulation does not apply to religiously controlled institutions to the extent that such application would be inconsistent with the religious tenets of the controlling organization. An educational institution wishing to claim an exemption on the ground of religion must do so in writing to the Director when it files its assurance of compliance pursuant to § 86.4. The institution would be required to set forth the manner and extent to which application of the regulation would not be consistent with the religious tenets of its controlling organization.

The statute covers admissions only in certain institutions: vocational, professional, graduate, and public undergraduate institutions, except such of the latter as from their founding have been

traditionally and continually single-sex. The admissions policies of private undergraduate institutions are exempt. Under the statute and § 86.14, the admissions requirements do not apply, in general, to admissions to public or private preschool, elementary and second schools. Because the statute mandates such coverage as to vocational schools, however, admission to public or private vocational schools, whether at the junior high school, high school or post-secondary level, are covered by § 86.14(c) and must be nondiscriminatory. With respect to coverage of admissions to institutions of professional and vocational education, the Secretary has interpreted the statute as excluding admissions coverage of professional and vocational programs offered at private undergraduate schools. Thus, admission to programs leading to first degrees in fields such as teaching, engineering, and architecture at such private colleges will be exempt under § 86.14(d). While the admissions section of the statute might be read as including professional degrees wherever they are offered, the statute can also be read as stating, and the legislative history indicates, that admissions to private undergraduate schools were to be totally exempt.

The exemption in § 86.14(d) for admissions to public traditionally and continually single-sex undergraduate institutions will affect only a few institutions. Likewise, section 86.15 of the regulation, concerning transition by single-sex institutions whose admissions are covered by the statute into institutions with nondiscriminatory admissions practices, will affect relatively few institutions.

Subpart C. Subpart C prescribes (subject to the appropriate admissions exemptions) requirements for nondiscrimination in recruitment and admission of students to educational programs and activities. In addition to a general prohibition of discrimination in § 86.21(a), the regulations delineate, in § 86.21(b), specific prohibitions based on sex relating to such practices as ranking of applicants, application of quotas, and administration of tests or selection criteria. Use of tests for admission which are shown to have an adverse impact on members of one sex must be shown to predict validly the successful completion of the educational program or activity in question (§ 86.21(b)(2)). Further, in connection with this prohibition, § 86.22 of the regulation forbids a recipient from giving preference to applicants on the basis of their attendance at particular institutions if the preference results in discrimination on the basis of sex. Such preferences may be permissible under that section, however, if the granting institution can show that the pool of applicants eligible for such a preference includes roughly equivalent numbers of males and females, or if it can show that the total number of applicants eligible to receive the preference is insignificant in comparison to its total applicant pool.

Specific prohibitions in Subpart C also forbid applying rules concerning such matters as marital or parental status in a manner which discriminates in admissions on the basis of sex (§ 86.21(c)(1)). Section 86.21(c)(2) prohibits discrimination on the basis of pregnancy and related conditions, and § 86.21(c)(3) provides that recipients shall treat disabilities related to such conditions in the same manner and under the same policies as any other temporary disability or physical condition is treated.

The last section of Subpart C, § 86.23, requires generally that comparable efforts be made by educational institutions to recruit members of each sex. Additional recruitment efforts directed primarily toward members of one sex must be undertaken to remedy past discrimination (pursuant to § 86.3(a) in Subpart A), and such additional efforts may also be taken absent past discrimination in order to correct the effects of conditions which have had the effect of limiting the admissions of members of one sex, to the recipient's educational program or activity (pursuant to § 86.3(b)). Finally, a recipient may not, under § 86.23(b), recruit primarily or exclusively at institutions whose student bodies are exclusively or predominantly single-sex if the effect of such recruitment efforts is to discriminate on the basis of sex.

Subpart D. Subpart D concerns the prohibition of discrimination in treatment of students in educational programs and activities. Generally, § 86.31(a) states that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other educational program or activity operated by a recipient and which receives or benefits from Federal financial assistance. This provision is followed by specific prohibitions in § 86.31(b) which include: discriminating on the basis of sex in the application of any rules of appearance, or in the application of rules of domicile and residency (as discussed below), and aiding or perpetuating sex discrimination by assisting any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits, or services to students or employees. Section 86.31(a) does permit an institution to assist its students in seeking admission to an education program which discriminates, if that admissions discrimination would be permissible under Subpart C. For example, a public undergraduate institution may administer an exchange program with a private undergraduate institution which admits only students of one sex because Subpart C permits the private institution to have such an admissions policy.

Section 86.31(b)(6) forbids application by recipients of residency and domicile rules in a manner which discriminates on the basis of sex. For example, many educational institutions base their determinations of eligibility for in-state tuition on domicile; applicable state law may require a married woman to take the domicile of her husband as of the date of marriage, or further require a year of residency to demonstrate domicile. If a male student domiciled in State A marries a female student domiciled in State B, and they then move to State B where the woman continues in school and the man begins school, he may not be entitled to in-state tuition in State B until he has lived there for a year. Additionally, as the wife must take her husband's domicile, she will lose her in-state tuition eligibility. If, instead, the woman were from State A and the man from State B, both would have been entitled immediately to in-state tuition in State B. Application of such rules would be prohibited under § 86.31(b)(6). See Samuel v. University of Pittsburgh, et al., F. Supp. (W.D. Pa., No. 71-1202, April 10, 1974).

Section 86.31(b)(7) prohibits a recipient from assisting another party which discriminates on the basis of sex in serving students or employees of that recipient. This section might apply, for example, to financial support by the recipient to a community recreational group or to official institutional sanction of a professional or social organization. Among the criteria to be considered in each case are the substantiality of the relationship between the recipient subject to the regulation and the other party involved, including the financial support by the recipient, and whether the other party's activities relate so closely to the recipient's educational program or activity, or to students or employees in that program, that they fairly should be considered as activities of the recipient itself. (Under § 86.6(c), a recipient's obligations are not changed by membership in any league or other organization whose rules require or permit discrimination on the basis of sex.)

A recipient is required to develop and implement a procedure to ensure that the operator or sponsor of an educational program or activity not operated wholly by such recipient, in which the recipient assists participation by its students and employees, takes no action which the regulation would prohibit the recipient from taking. This requirement would apply, for example, to a college's responsibility to ensure nondiscrimination in teaching assignments of student teachers from its education school in schools not operated by the college. If the recipient finds that such discrimination is taking place and is unable to secure its prompt correction, it is required to end its connection with the operating or sponsoring entity (§ 86.31(c)).

With respect to housing, § 86.32 provides that a recipient may not discriminate in any aspect of the provision of housing except that, as provided in the statute, housing may be separate on the basis of sex. Thus, all rules, fees, and other requirements must not discriminate on the basis of sex, and the housing provided or otherwise made available (*e.g.* through listing) must be proportionate in quantity to the number of applicants for housing of each sex and comparable in quality and cost to the student. Moreover, a recipient must administer rules concerning off-campus housing (*e.g.* rules concerning which students

may live off campus) without discrimination. To the extent that it approves, or assists students in obtaining, off-campus housing, it must take whatever steps it believes necessary to assure that the off-campus housing available to members of one sex, when compared to that available to members of the other sex, is proportionate in quantity to the numbers of applicants of each sex as well as comparable in quality and cost.

Separate toilet, locker room and shower facilities on the basis of sex may be provided, but such facilities as are provided must be comparable in quality and number for men and women (§ 86.33).

Section 86.34(a) covers access to course offerings and other aspects of a recipient's educational program or activity. No course offerings may be conducted separately on the basis of sex including health, physical education, industrial arts, business, vocational, technical, home economics, music, and adult education, and no student may be required to participate or be refused participation in any course offering on the basis of sex. Section 86.34(b) provides that local educational agencies, in which admission to individual schools are exempt, nevertheless may not discriminate in admissions to the vocational institutions (see Subpart B). In addition, they may not discriminate in admissions to any other school or educational unit which they operate (*e.g.* a special high school operated for boys) unless they otherwise make available to students of the sex excluded, pursuant to the same policies and criteria of admission, comparable courses, services and facilities. Section 86.34(d) requires use of nondiscriminatory appraisal and counseling materials.

The Department recognizes that sex stereotyping in curricula and educational materials is a serious problem to which Title IX could well apply, but the Department has concluded that specific regulatory provisions in this area would raise grave constitutional problems concerning the right of free speech under the First Amendment to the Constitution, and for that reason the Secretary has not covered this subject matter in the proposed regulation. The Department assumes that recipients will deal with this problem in the exercise of their general authority and control over curricula and course content. For its part, the Department will increase its efforts, through the Office of Education, to provide research, assistance and guidance to local education agencies in eliminating sex bias from curricula and educational materials.

Section 86.35 requires that provision of financial aid, assistance in making outside employment available to students, and employment of students by a recipient must be undertaken in a nondiscriminatory manner.

Section 86.35(a) prohibits different amounts and types of all forms of student financial aid to members of one sex. Section 86.35(a) prohibits a college or university subject to Title IX from assisting private fellowship or scholarship programs which are limited to members of one sex or for which members of each sex are selected separately. There may be appropriate remedial action in this area, including temporarily considering a student's sex in awarding financial aid. This section does not apply to a recipient's assisting in the administration of a scholarship or fellowship program established under a foreign will, trust or similar legal instrument, or by a foreign government, which differentiates between the sexes. The Secretary believes that the statute was not intended to cover such programs. The Secretary is aware of the problems raised by financial aid limited to members of one sex by a domestic bequest, deed of trust, or other instruments and invites comment in this area.

Under § 86.36, recipients may not discriminate in the provision of medical, hospital, accident, or life insurance benefits, services, policies or plans to any of their students, and recipients may not provide such benefits, service, policies or plans or otherwise discriminate, in any manner which would violate the employment sections of the regulation (Subpart E) if the action were to be taken with respect to employees. The section does not, however, prohibit recipients from providing any benefits or services which may be used by a different proportion of students of one sex than of the other, including but not limited to family planning services.

Section 86.37 provides generally that recipients may not apply rules concerning a student's actual or potential parental, family, or marital status in a discriminatory manner, and it provides specific prohibitions regarding discrimination against students on account of pregnancy, childbirth, or pregnancy-related disabilities. A student may not be excluded from regular classes because of pregnancy or related conditions unless she so requests or unless her physician certifies that a different arrangement is necessary. The regulation reflects the principle that disabilities related to pregnancy should be treated like any other disability.

Section 86.38 imposes requirements concerning physical education and athletic programs, which are integral parts of the educational processes of schools and colleges and are fully subject to the requirements of Title IX. See Brenden v. Independent School District 742, 477 F. 2d 1292, 1292–96 (8th Cir. 1973); compare Bucha v. Illinois High School Association, 351 F. Supp. 69 (N.D. Ill. 1972).

Section 86.38(a) provides that physical education classes and athletic programs must be operated without discrimination on the basis of sex. Such activities for which participation or selection is premised on factors other than skill may not be conducted separately on the basis of sex. Athletics for which selection is based on competitive skill may be provided through separate teams for males and females to the extent such teams comply with the requirements of §§ 86.38 (b) through (e), which are summarized below. (The award of scholarships for participation on a single sex team will not be interpreted as a single sex scholarship prohibited by § 86.35(a) so long as the recipient complies with the requirements of § 86.38, providing for equal opportunity in athletics.)

Recipients must determine in what sports students of both sexes desire to participate (§ 86.38(b)). Where athletic opportunities for students of one sex have previously been limited, a recipient must make affirmative efforts to inform students of that sex of the availability of equal opportunities for them, and to provide support and training to enable them to participate in those opportunities (§ 86.38(c)).

Section 86.38(d) requires that a recipient make affirmative efforts to provide athletic opportunities in such sports and through such teams as will most effectively equalize opportunities for members of both sexes, and in so doing consider the determinations of student interest made pursuant to § 86.38(b). The regulation does not require equal aggregate expenditures for athletics for members of each sex nor equal expenditures for each team (§ 86.38(e)).

Subpart E. Subpart E proposes requirements concerning employment which generally follow those of the Equal Employment Opportunity Commission (29 CFR Part 1604), and the Department of Labor's Office of Federal Contract Compliance (41 CFR Part 60). The EEOC administers Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination, and the OFCC is responsible for the coordination of implementation of Executive Order 11246, as amended, which prohibits employment discrimination by Federal contractors. This Department is responsible for administration, pursuant to the OFCC regulations, of the Executive Order as to Federal contractors which are educational institutions. Virtually all recipients subject to Part 86 are also subject to Title VII, and many are also subject to the Executive Order. Where Subpart E of Title IX differs from either the Title VII regulations or those under Executive Order 11246, an employer who complies with this proposed regulation would also be complying with both Title VII and Executive Order, even where the latter provisions differ from each other, with the exception of fringe benefits as discussed in the following paragraph.

Section 86.46(b)(2) of Subpart E follows the Executive Order regulations in requiring that fringe benefit plans provide for either equal periodic benefits to members of each sex, or equal contributions by the employer for members of each sex (§ 86.36 imposes identical requirements for student benefit plans).

The Title VII regulation differs in that it prohibits payment of unequal periodic benefits on the basis of sex, and precludes employers from justifying unequal periodic benefits on the basis of differences in cost for males and for females. Assuming different life spans at particular ages between the sexes, and assuming equal contributions by all employees, Title VII implicitly requires payment of higher employer contributions for, and

the possibility of higher total benefits received by, women. (The Department of Labor is currently considering changes in the Executive Order regulations. One of the proposed changes would result in conforming the fringe benefit requirements with those in effect under Title VII. (See 38 FR 35336-28, December 27, 1973.)

The Secretary has considered a third alternative for possible adoption by the Department. That proposal would mandate the use of premium or rate tables which do not differentiate on the basis of sex, and would thus require both equal contributions and equal periodic benefits. The Secretary invites comment specifically on whether § 86.46(b)(2) should adopt the Executive Order approach, as it does presently, that of Title VII, or the third alternative as set forth above.

The regulation applies to part-time employees (§ 86.41(a)(2)). The Secretary will interpret the section concerning fringe benefits (§ 86.46) to require, where an institution's female permanent employees are disproportionately part-time or its permanent part-time employees are disproportionately female, and the institution does not provide its permanent part-time employees fringe benefits proportionate to those provided full-time employees, that the institution demonstrate that such a manner of providing fringe benefits does not discriminate on the basis of sex. "Permanent" would refer to any employee who is expected to work or has in fact worked at least one academic semester at half-time or half-time equivalent. The Secretary seeks comment on the implications of requiring all institutions to provide permanent part-time employees fringe benefits proportionate to those offered full-time employees, regardless of the relative composition of a particular institution's part-time and full-time work forces or of the ratio of part-time and full-time employment among its female employees.

The Secretary sees no reason for treating disabilities relating to pregnancy differently from other temporary disabilities in the context of educational institutions. Accordingly, § 86.47(b) reflects the more detailed Title VII regulation rather than the Executive Order regulation. Section 86.47(c) also follows the Title VII regulation in requiring not only that disabilities related to pregnancy must be considered a justification for leave, but that where an employer provides for temporary disabilities under its fringe benefit or leave plan, disabilities related to pregnancy must be treated in the same manner as any other temporary disability.

Section 86.47(e) provides that an employee may not be required to commence leave related to pregnancy so long as her physician certifies that she is capable of performing her duties, and that she must be allowed to resume work after such a leave no more than two weeks after her physician certifies that she is capable of doing so, or in the case of an employee who is a teacher, at the beginning of the first academic term after such certification is made. These rules are consistent with the recent holding of the Supreme Court in Cleveland Board of Education v. LaFleur S.Ct. 791 (1974).

Although LaFleur apparently permits an employer to require that every pregnant teacher commence leave "at some firm date during the last few weeks of pregnancy," *Id.* at 799, n. 13, there is no clear medical evidence as to what such date might be generally appropriate, and the Secretary believes individualized determinations based on the employee's own capacities should be required instead.

Section 86.50(a) departs from both the Title VII and the Executive Order regulations in prohibiting pre-employment inquiries as to an applicant's marital status, as such inquiries are frequently the predicate for discrimination against married women. Section 86.21(c)(4) contains a similar prohibition with regard to pre-admission inquiries. Section 86.51 follows the Title VII and Executive Order regulations in providing for consideration of sex in making employment decisions where sex is a "*bona fide* occupational qualification." (The Title VII exemption is provided for by the statute; the Executive Order exemption is intended simply to be consistent with that legislation.) Section 86.51 is included only for consistency with those regulations.

Subpart F. As noted above, Subpart F sets forth the procedures which would govern implementation of the proposed regulations. These procedures are in most respects similar to those contained in the Department's regulation implementing Title VI of the Civil Rights Act of 1964, 45 CFR Parts 80 and 81. Several of the provisions, however, are particularly noteworthy.

The provision for amicus participation under Title VI is contained in the procedural rather than the substantive regulation and may be found at 45 CFR 81.22. Amicus participation under Title IX will be included when procedural regulations are issued.

The Office for Civil Rights has previously distributed a Memorandum to Presidents of Institutions of Higher Education Participating in Federal Assistance Programs (August 1972), a Memorandum for Directors of Institutions of Vocational Education Participating in Federal Assistance Programs (May 1973), and a Memorandum for Chief State School Officers and Local School Superintendents (February 1973), all of which describe the basic applicability of Title IX, and the Office for Civil Rights and the Office of Education have jointly distributed a Memorandum for Presidents of Selected Institutions of Higher Education Participating in Federal Assistance Programs (May 1973), which describes the criteria and procedures under which certain formerly single-sex institutions may operate pursuant to a plan for transition to nondiscriminatory admissions. These documents are consistent, with certain minor exceptions, with the provisions of proposed Part 86 (the requirements of Part 86 which correspond to those of the Memorandum for Presidents of Selected Institutions are contained in §§ 86.15 and 86.16).

Persons who wish to submit comments, suggestions, or objections pertaining to these regulations may present their views, in writing, to the Director of the Office of Civil Rights of the Department of Health, Education, and Welfare, P.O. Box 2974, Washington, D.C. 20013. The Secretary believes that the comment period should extend for at least thirty days into the autumn academic semester, to enable academic institutions and student and faculty groups to formulate comments, and comments may therefore be submitted through October 15, 1974. Comments received in response to this notice will be available for public inspection in Room 3256, 330 Independence Avenue, SW., Washington, D.C. 20201, between 9 a.m. and 5:30 p.m., Monday through Friday (except Federal holidays) both before and after October 15, 1974, until the regulation is published in final form. Copies of representative comments received by the Director will also be made available for public inspection in the office of each Regional Director of the Office for Civil Rights during normal business hours before and after October 15, 1974. The Regional Directors and their offices are located as follows:

Region I—Mr. John G. Bynoe, RKO General Bldg., 5th Floor, Bulfinch Place, Boston, Massachusetts 02114.

Region II—Mr. Joel Barkan, 26 Federal Plaza, Rm. 3908, New York, New York 10007.

Region III—Mr. Dewey Dodds, Gateway Bldg., 3535 Market Street, Philadelphia, Pennsylvania 19101.

Region IV—Mr. William Thomas, 50 Seventh Street, NE, Rm. 404, Atlanta, Georgia 30323.

Region V—Mr. Kenneth A. Mines, 309 W. Jackson Blvd., 10th Floor, Chicago, Illinois 60606.

Region VI—Ms. Dorothy D. Stuck, 1114 Commerce Street, Dallas, Texas 75202.

Region VII—Mr. Taylor D. August, 12 Grand Bldg., 12th and Grand Avenue, Kansas City, Missouri 64106.

Region VIII—Mr. Gilbert D. Roman, Rm. 11037 Federal Bldg., 1961 Stout Street, Denver, Colorado 80202.

Region IX—Mr. Floyd L. Pierce, 760 Market Street, Rm. 700, San Francisco, California 94102.

Region X—Ms. Mariaina Kiner, 6101, Arcade Plaza Bldg., 1321 Second Avenue, Seattle, Washington 98101.

Comments received before October 15, 1974, will be considered before final action is taken on this proposal. Comments received after that date will be considered until the regulation is prepared in final form. The proposal may be changed in the light of the comments received. In the next several weeks, the Department will hold public forums in various cities to brief the public and media and to enter into a question and answer dialogue with the public about the proposed regulation. It is hoped that these forums will increase public awareness of the issues and assist interested citizens in developing formal comments, to be later submitted to the Department.

This Part 86 is proposed under the authority of section 902 of the Education Amendments of 1972 (20 U.S.C. 1682).

In consideration of the foregoing, it is proposed to add Part 86 to Title 45 of the Code of Federal Regulations to read as set forth below.

Dated: June 14, 1974.

CASPAR W. WEINBERGER,
Secretary, Department of Health, Education, and Welfare.

PART 86—NONDISCRIMINATION ON THE BASIS OF SEX UNDER FEDERALLY ASSISTED EDUCATION PROGRAMS AND ACTIVITIES

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AUTHORITY: Section 902 of the Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682.

Subpart A—Introduction

§ 86.1 Purpose.

The purpose of this part is to effectuate title IX of the Education Amendments of 1972 (except sections 904 and 906 of those Amendments) which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.2 Definitions.

As used in this part, the term—

(a) *"Title IX"* means title IX of the Education Amendments of 1972, Pub. L. 92–318, 20 U.S.C. 1681 *et seq.*

(b) *"Department"* means the Department of Health, Education, and Welfare.

(c) *"Secretary"* means the Secretary of Health, Education, and Welfare.

(d) *"Director"* means the Director of the Office for Civil Rights of the Department.

(e) *"Reviewing Authority"* means that component of the Department delegated authority by the Secretary to appoint, and to review the decisions of, administrative law judges in cases arising under this part.

(f) *"Administrative law judge"* means a person appointed by the reviewing authority to preside over a hearing held under this part.

(g) *"Federal financial assistance"* means any of the following, when authorized or extended under a law administered by the Department:

(1) A grant or loan of Federal funds, including funds made available for:

(i) The acquisition, construction, renovation, restoration, or repair of a building or facility or any portion thereof; and

(ii) Scholarships, loans, grants, wages or other funds extended to any entity for payment to or on behalf of students admitted to that entity, or extended directly to such students for payment to that entity.

(2) A grant of Federal real or personal property or any interest therein, including surplus property, and the proceeds of the sale or transfer of such property, if the Federal share of the fair market value of the property is not, upon such sale or transfer, properly accounted for to the Federal Government.

(3) Provision of the services of Federal personnel.

(4) Sale or lease of Federal property or any interest therein at nominal consideration, or at consideration reduced for the purpose of assisting the recipient or in recognition of public interest to be served thereby, or permission to use Federal property or any interest therein without consideration.

(5) Any other contract, agreement, or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty.

(h) *"Recipient"* means any State or political subdivision thereof, or any instrumentality of a State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance, including any subunit, successor, assignee, or transferee thereof.

(i) *"Applicant"* means one who submits an application, request, or plan required to be approved by a Department official, or by a recipient, as a condition to becoming a recipient.

(j) *"Educational institution"* means a local educational agency as defined by section 801(f) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 881), a preschool, a private elementary or secondary school, or an applicant or recipient of the type defined by paragraph (k), (l), (m), or (n).

(k) *"Institution of graduate higher education"* means an institution which:

(1) Offers academic study beyond the bachelor of arts or bachelor of science degree, whether or not leading to a certificate of any higher degree in the liberal arts and sciences; or

(2) Awards any degree in a professional field beyond the first professional degree (regardless of whether the first professional degree in such field is awarded by an institution of undergraduate higher education or professional education); or

(3) Awards no degree and offers no further academic study, but operates ordinarily for the purpose of facilitating research by persons who have received the highest graduate degree in any field of study.

(l) *"Institution of undergraduate higher education"* means:

(1) An institution offering at least two but less than four years of college level study beyond the high school level, leading to a diploma or an associate degree, or wholly or principally creditable toward a baccalaureate degree; or

(2) An institution offering academic study leading to a baccalaureate degree; or

(3) an agency or body which certifies credentials or offers degrees, but which may or may not offer academic study.

(m) *"Institution of professional education"* means an institution (except an institution of undergraduate higher education) which offers a program of academic study that leads to a first professional degree in a field for which there is a national specialized accrediting agency recognized by the United States Commissioner of Education.

(n) *"Institution of vocational education"* means a school or institution (except an institution of professional or graduate or undergraduate higher education) which has as its primary purpose preparation of students to pursue a technical, skilled, or semi-skilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers full-time study.

(o) *"Administratively separate unit"* means a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution.

(p) *"Admission"* means selection for part-time, full-time, special associate, transfer, exchange, or any other enrollment, membership, or matriculation in or at an education program or activity operated by a recipient.

(q) *"Student"* means a person who has gained admission.

(r) *"Transition plan"* means a plan subject to the approval of the United States Commissioner of Education pursuant to section 901(a)(2) of the Education Amendments of 1972, under which an educational institution operates in making the transition from being an educational institution which admits only students of one sex to being one which admits students of both sexes without discrimination.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.3 Remedial and affirmative actions.

(a) *Remedial action.* A recipient which has previously discriminated against persons on the basis of sex in an education program or activity shall take such remedial action as is necessary to overcome the effects of such previous discrimination.

(b) *Affirmative action.* In the absence of prior discrimination on the basis of sex in an education program or activity, a recipient may take affirmative action to overcome the effects of conditions which resulted in limited participation therein by persons of a particular sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.4 Assurances required.

(a) *General.* Every application for Federal financial assistance for any education program or activity shall as condition of its approval contain or be accompanied by an assurance from the recipient, satisfactory to the Director, that each education program or activity operated by the recipient and to which this part applies will be operated in compliance with this part.

(b) *Duration of obligation.* (1) In the case of Federal financial assistance extended to provide real property or structures thereon, such assurance shall obligate the recipient or, in the case of a subsequent transfer, the transferee, for the period during which the real property or structures are used to provide an education program or activity.

(2) In the case of Federal financial assistance extended to provide personal property, such assurance shall obligate the recipient for the period during which it retains ownership or possession of the property.

(3) In all other cases such assurance shall obligate the recipient for the period during which Federal financial assistance is extended.

(c) *Form.* The Director will specify the form of the assurances required by paragraph (a) of this section and the extent to which such assurances will be required of the applicant's or recipient's subgrantees, contractors, subcontractors, transferees, or successors in interest.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.5 Transfers of property.

If a recipient sells or otherwise transfers property financed in whole or in part with Federal financial assistance to a transferee which operates any education program or activity, and the Federal share of the fair market value of the property is not upon such sale or transfer properly accounted for to the Federal Government, both the transferor and the transferee shall be deemed to be recipients, subject to the provisions of subpart B.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.6 Effect of other requirements.

(a) *Effect of other Federal provisions.* The obligations imposed by this part are independent of obligations not to discriminate on the basis of sex imposed by Executive Order 11246, as amended; sections 799A and 845 of the Public Health Service Act (42 U.S.C. 295h–9 and 298b–2); title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e *et seq.*); the Equal Pay Act (29 U.S.C. 206 and 206(d)); and any other Act of Congress or Federal regulation.

(Secs. 901, 902, 905, Education Amendments of 1972, 86 Stat. 373, 374, 375; 20 U.S.C. 1681, 1682, 1685)

(b) *Effect of State or local law or other requirements.* The obligation to comply with this part is not obviated or alleviated by any State or local law or other requirement which would render any applicant or student ineligible, or limit the eligibility of any applicant or student, on the basis of sex, to practice any occupation or profession.

(c) *Effect of rules or regulations of private organizations.* The obligation to comply with this part is not obviated or alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate, or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by a recipient and which receives or benefits from Federal financial assistance.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.7 Effect of employment opportunities.

The obligation to comply with this part is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.8 Designation of responsible employee.

Each recipient shall designate an employee to coordinate its efforts to comply with this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.9 Dissemination of policy.

(a) *Notification of policy.* (1) Each recipient shall implement specific and continuing steps to notify applicants for admission or employment, students, employees, counselors of applicants for admission or employment, and other participants, beneficiaries, and other interested persons, that it does not discriminate on the basis of sex in the education programs or activities which it operates, and that it is required by title IX and this part not to discriminate in such manner. Such notification shall contain such information, and be made in such manner, as the Director finds necessary to apprise such persons of the protections against discrimination assured them by title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto unless subpart C does not apply to the recipient, and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 86.9, or to the Director.

(2) Each recipient shall make the initial notification required by paragraph (a)(1) within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in: (i) local newspapers; (ii) newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and (iii) memoranda or other written communications distributed to every student and employee of such recipient.

(b) *Publications.* (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of

the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Subpart B—Coverage

§ 86.11 Application.

Except as provided in this subpart, this Part 86 applies to every recipient and to each education program or activity operated by such recipient which receives or benefits from Federal financial assistance.

§ 86.12 Educational institutions controlled by religious organizations.

(a) *Application.* This part does not apply to an educational institution which is controlled by a religious organization to the extent application of this part would not be consistent with the religious tenets of such organization.

(b) *Exemption.* An education institution which wishes to claim the exemption set forth in paragraph (a) of this section, shall do so in writing to the Director when filing the assurance required by § 86.4, setting forth the extent of the requested exemption and enclosing a statement of the religious tenets under which the exemption is claimed and any other information which might aid the Director in determining whether the institution qualifies for such exemption.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.13 Military and merchant marine educational institutions.

This part does not apply to an educational institution whose primary purpose is the training of individuals for a military service of the United States or for the merchant marine.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.14 Admissions.

(a) *Administratively separate units.* For the purposes only of this section, §§ 86.15 and 86.16, and subpart C, each administratively separate unit shall be deemed to be an educational institution.

(b) *Application of subpart C.* Except as provided in paragraphs (c) and (d) of this section, subpart C applies to each recipient. A recipient to which subpart C applies shall not discriminate on the basis of sex in admission or recruitment in violation of that subpart.

(c) *Educational institutions.* Except as provided in paragraph (d) of this section as to recipients which are educational institutions, subpart C applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education.

(d) *Public institutions of undergraduate higher education.* Subpart C does not apply to any public institution of undergraduate higher education which traditionally and continually from its establishment has had a policy of admitting only students of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.15 Educational institutions eligible to submit transition plans.

(a) *Application.* This section applies to each educational institution to which subpart C applies which:

(1) Admitted only students of one sex as regular students as of June 23, 1972; or

(2) Admitted only students of one sex as regular students as of June 23, 1965, but thereafter admitted as regular students, students of the sex not admitted prior to June 23, 1965.

(b) *Provision for transition plans.* An educational institution to which this section applies shall not discriminate on the basis of sex in admission or recruitment in violation of subpart C unless it is carrying out a transition plan approved by the United States Commissioner of Education as described in § 86.16, which plan provides for the elimination of such discrimination by the earliest practicable date but in no event later than June 23, 1979.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.16 Transition plans.

(a) *Submission of plans.* An institution to which § 86.15 applies and which is composed of more than one administratively separate unit may submit either a single transition plan applicable to all such units, or a separate transition plan applicable to each such unit.

(b) *Content of plans.* In order to be approved by the United States Commissioner of Education, a transition plan shall:

(1) State the name, address, and Federal Interagency Committee on Education (FICE) Code of the educational institution submitting such plan, the administratively separate units to which the plan is applicable, and the name, address, and telephone number of the person to whom questions concerning the plan may be addressed. The person who submits the plan shall be the chief administrator or president of the institution, or another individual legally authorized to bind the institution to all actions set forth in the plan.

(2) State whether the educational institution or administratively separate unit admits students of both sexes, as regular students, and if so, when it began to do so.

(3) Identify and describe with respect to the educational institution or administratively separate unit any obstacles to admitting students without discrimination on the basis of sex.

(4) Describe in detail the steps necessary to eliminate as soon as practicable each obstacle so identified and indicate the schedule for taking these steps and the individual directly responsible for their implementation.

(5) Include estimates of the number of students, by sex, expected to apply for, be admitted to, and enter each class during the period covered by the plan.

(c) *Nondiscrimination.* No policy or practice of a recipient to which § 86.15 applies shall result in treatment of applicants to or students of such recipient in violation of subpart C unless such treatment is necessitated by an obstacle identified in paragraph (b)(3) of this section and a schedule for eliminating that obstacle has been provided as required by paragraph (b)(4) of this section.

(d) *Effects of past exclusion.* To overcome the effects of past exclusion of students on the basis of sex, each educational institution to which § 86.15 applies shall include in its transition plan, and shall implement, specific steps designed to encourage individuals of the previously excluded sex to apply for admission to such institution. Such steps shall include instituting recruitment programs which emphasize the institution's commitment to enrolling students of the sex previously excluded.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.17–86.20 [Reserved]

Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.15 and 86.16.

(b) *Specific prohibitions.* (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies shall not:

(i) give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which adversely affects any person on the basis of sex unless use of such test or criterion is shown to predict validly successful completion of the education program or activity in question.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) shall not discriminate against or exclude any person on the basis of preg-

nancy, childbirth, miscarriage, abortion, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) shall treat disabilities related to pregnancy, childbirth, miscarriage, abortion, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) shall not make pre-admission inquiry as to the martial status of an applicant for admission, including whether such applicant is "Ms.," "Miss," or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students only or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.23 Recruitment.

(a) *Comparable recruitment.* A recipient to which this subpart applies shall make comparable efforts to recruit members of each sex, except that such recipient may be required to undertake additional recruitment efforts as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.24–86.30 [Reserved].

Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.31 Education programs and activities.

(a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which subpart C does not apply, or (2) an entity, not a recipient, to which subpart C would not apply if the entity were a recipient.

(b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student a recipient shall not, on the basis of sex:

(1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant;

(7) Aid or perpetuate discrimination against any person by assisting any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees; or

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) *Programs not operated by recipient.* (1) This paragraph applies to any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or considers such participation as part of or equivalent to an education program or activity operated by such recipient, including participation in educational consortia and cooperative employment and student-teaching assignments.

(2) Such recipient:

(i) Shall develop and implement a procedure designed to ensure that the operator or sponsor of such other education program or activity takes no action affecting any applicant, student, or employee of such recipient which this part would prohibit such recipient from taking; and

(ii) Shall not facilitate, require, permit, or consider such participation if such action occurs.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.32 Housing.

(a) *Generally.* A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided only to married students).

(b) *Housing provided by recipient.* (1) A recipient may provide separate housing on the basis of sex.

(2) Housing provided by a recipient to students of one sex, when compared to that provided to students of the other sex, shall be as a whole:

(i) Proportionate in quantity to the number of students of that sex applying for such housing; and

(ii) Comparable in quality and cost to the student.

(c) *Other housing.* (1) A recipient shall not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by such recipient.

(2) A recipient which, through solicitation, listing, approval of housing, or otherwise, assists any agency, organization, or person in making housing available to any of its students, shall take such action as may be necessary to ensure that such housing as is provided to students of one sex, when compared to that provided to students of the other sex, is as a whole: (i) proportionate in quantity and (ii) comparable in quality and cost to the student. A recipient may render such assistance to any agency, organization, or person which provides all or part of such housing to students only of one sex.

(Secs. 901, 902, 907, Education Amendments of 1972, 86 Stat. 373, 374, 375; 20 U.S.C. 1681, 1682, 1686)

§ 86.33 Comparable facilities.

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374)

§ 86.34 Access to education program or activity. *

(a) *Course offerings.* A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(b) *Local educational agencies.* A recipient which is a local educational agency shall not, on the basis of sex, exclude any person from admission to:

(1) any institution of vocational education operated by such recipient; or

(2) any other school or educational unit operated by such recipient, unless such recipient otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service, and facility offered in or through such schools.

(c) *Appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for different students on the basis of their sex or use materials which permit or require different treatment of students on such basis.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

*See last page of this document for proposal clarifying this section—from Federal Register, Vol. 39, No. 135, Friday, July 12, 1974.

§ 86.35 Financial and employment assistance to students.

(a) *Provision of financial assistance.* (1) In providing financial assistance to any of its students a recipient shall not:

(i) On the basis of sex provide different amounts or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; or

(ii) through solicitation, listing, approval, provision of facilities, or other services assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex.

(2) This paragraph does not apply to assistance by a recipient in the administration of a scholarship, fellowship, or other financial assistance program which discriminates on the basis of sex and is established under a foreign will, trust, bequest, or similar legal instrument, or by a foreign government.

(b) *Assistance in making available employment.* A recipient which assists any agency, organization, or person in making employment available to any of its students:

(1) shall take such action as may be necessary to assure that such employment is made available without discrimination on the basis of sex; and

(2) shall not render such services to any agency, organization, or person which discriminates on the basis of sex in so making available such employment.

(c) *Employment of students.* A recipient which employs any of its students shall not do so in a manner which violates subpart E.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

(d) *Assistance related to athletics.* Notwithstanding the provisions of this section, separate financial assistance for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with § 86.38.

§ 86.36 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.37 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extra-curricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, miscarriage, abortion, or recovery therefrom, unless:

(i) The student requests voluntarily to participate in a different such program or activity; or

(ii) The student's physician certifies to the recipient that such different participation is necessary for her physical, mental, or emotional well being.

(2) A recipient shall treat disabilities related to pregnancy, childbirth, false pregnancy, miscarriage, abortion, or recovery therefrom in the same manner and under the same policies as any temporary disability in any medical or hospital benefit, service, plan, or policy which such recipient administers, operates, offers, or participates in with regard to students admitted to the entity.

(3) In the case of a recipient which does not maintain a temporary disability policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy as a justification for a leave of absence for a reasonable period of time, the conclusion of which the student shall be reinstated to her original status.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.38 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any physical education or athletic program operated by a recipient, and no recipient shall provide any physical education or athletic program separately on such basis; provided, however, that a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill.

(b) *Determination of student interest.* A recipient which operates or sponsors athletics shall determine at least annually, using a method to be selected by the recipient which is acceptable to the Director, in what sports members of each sex would desire to compete.

(c) *Affirmative efforts.* A recipient which operates or sponsors athletic activities shall, with regard to members of a sex for which athletic opportunities previously have been limited, make affirmative efforts to:

(1) Inform members of such sex of the availability for them of athletic opportunities equal to those available for members of the other sex and of the nature of those opportunities, and

(2) Provide support and training activities for members of such sex designed to improve and expand their capabilities and interests to participate in such opportunities.

(d) *Equal opportunity.* A recipient which operates or sponsors athletics shall make affirmative efforts to provide athletic opportunities in such sports and through such teams as will most effectively equalize such opportunities for members of both sexes, taking into consideration the determination made pursuant to paragraph (b) of this section.

(e) *Separate teams.* A recipient which operates or sponsors separate teams for members of each sex shall not discriminate on the basis of sex therein in the provision of necessary equipment or supplies for each team, or in any other manner.

(f) *Expenditures.* Nothing in this section shall be interpreted to require equal aggregate expenditures for athletics for members of each sex.

§§ 86.39–86.40 [Reserved]

Subpart E—Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.41 Employment.

(a) *General.* (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a manner which furthers equal employment opportunity regardless of sex, and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting individuals to discrimination prohibited by this subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(b) *Application.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation, and changes in compensation;

(4) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, pregnancy leave, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.42 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which adversely affects any person on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such adverse effect, are shown to be unavailable.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.43 Recruitment.

(a) *Comparable and affirmative recruiting.* If a recipient recruits applicants for employment, either generally or for particular positions, it shall make comparable efforts to recruit members of each sex in all such recruiting, except that a recipient shall make such affirmative attempts to recruit members of a sex which previously had limited employment participation as are necessary to overcome the effects of such limited participation.

(b) *Recruitment patterns.* A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.44 Compensation.

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Requires any person to perform duties for which compensation is lower than that for performance in a different position:

(1) Entailing similar duties or,

(2) The position description for which is limited to similar duties; or

(c) Makes any person subject to a position description under which compensation is lower than that for performance:

(1) Under a different position description which is limited to similar duties, or

(2) In a different position entailing duties similar to those set forth in such position description.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.45 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which operate to classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.51.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.46 Fringe benefits.

(a) *"Fringe benefits" defined.* For purposes of this part, "fringe benefits" means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment not subject to the provisions of § 86.44.

(b) *Prohibitions.* A recipient shall not:

(1) discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex; and

(3) administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.47 Marital or parental status.

(a) *General.* A recipient shall not apply any policy or take any employment action:

(1) concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

(b) *Pregnancy.* A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, or establish or follow any policy or practice which so discriminates or excludes. For the purpose of this subpart, "pregnancy" means the entire process of pregnancy, childbirth, and recovery therefrom, and includes false pregnancy, miscarriage, and abortion.

(c) *Pregnancy as a temporary disability.* A recipient shall treat disabilities caused or contributed to by pregnancy as temporary disabilities for all job-related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) *Pregnancy leave.* In the case of a recipient which does not maintain a temporary disability policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to her original job or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

(e) *Inception of and return from pregnancy leave.* In complying with this section, a recipient shall not require any employee to:

(1) Begin leave related to pregnancy so long as the employee's physician certifies in writing that she is physically capable of performing her duties, provided that a pregnant employee shall notify her employer in writing of her expected date of delivery, at least 120 days prior to such date; or

(2) Return to her employment after a leave related to pregnancy later than two weeks after the employee's physician certifies in writing that she is physically capable of performing her duties, or in the case of any employee in a teaching position, later than the beginning of the first full academic term commencing after such certification is made.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.48 Effect of State or local law or other requirements.

(a) *Prohibitory requirements.* The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) *Benefits.* A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.49 Advertising.

A recipient shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a bona-fide occupational qualification for the particular job in question.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.50 Pre-employment inquiries.

(a) *Marital status.* A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Ms., Miss, or Mrs."

(b) *Sex.* A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 86.51 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room, or toilet facility used only be members of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.52–86.60 [Reserved]

Subpart F—Procedures

§ 86.61 Compliance information.

(a) *Cooperation and assistance.* The Director will to the fullest extent practicable seek the cooperation of recipients in obtaining compliance with this part and will provide assistance and guidance to recipients to help them comply voluntarily with this part.

(b) *Compliance reports.* Each recipient shall keep such records and submit to the Director timely, complete and accurate compliance reports at such times, and in such form and containing such information, as the Director may determine to be necessary to enable him or her to ascertain whether the recipient has complied or is complying with this part. For example, recipients shall have available for the Department data showing the extent to which members of the different sexes are students, employees or other beneficiaries of or participants in federally-assisted education programs and activities. In the case of any such program or activity under which one recipient extends Federal financial assistance to any other recipient, such other recipient shall also submit such compliance reports to the primary recipient as may be necessary to enable the primary recipient to carry out its obligations under this part.

(c) *Access to sources of information.* Each recipient shall permit access by the Director during normal business hours to such of its books, records, accounts, and other sources of information, and its facilities, and shall permit the Director to make copies of any such written information, as may be pertinent to ascertain compliance with this part. Where any informaiton required of a recipient is in the exclusive possession of any other agency, institution or person and such agency, institution or person fails or refuses to furnish such information the recipient shall so certify in its report and shall set forth what efforts it has made to obtain the information. Asserted considerations of privacy or confidentiality may not operate to bar the Department from evaluating or seeking to enforce compliance with this part. Information of a confidential nature obtained in connection with compliance evaluation or enforcement will not be disclosed by the Department except where necessary in formal enforcement proceedings or where otherwise required by law.

(Sec. 902, Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682)

§ 86.62 Conduct of investigations.

(a) *Periodic compliance reviews.* The Director will from time to time review the practices of recipients to determine whether they are complying with this part.

(b) *Complaints.* Any person who believes himself or herself or any specific class of individuals to be subjected to discrimination prohibited by this part may be himself or herself or by a representative file with the Director a written complaint. A complaint must be filed not later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the Director, or unless the alleged discrimination took place after June 30, 1972, but prior to the effective date of this part. The Director shall notify each complainant promptly, in writing, that the complaint has been received.

(c) *Investigations.* The Director will make a prompt investigation whenever a compliance review, report, complaint, or any other information indicates a possible failure to comply with this part. The investigation will include, where appropriate, a review of the pertinent practices and policies of the recipient, the circumstances under which the possible noncompliance with this part occurred, and other factors relevant to a determination as to whether the recipient has failed to comply with this part.

(d) *Resolution of matters.* (1) If an investigation pursuant to paragraph (c) of this section indicates a failure to comply with this part, the Director will so inform the recipient and the complainant, if any, and the matter will be resolved by informal means whenever possible. If it has been determined that the matter cannot be resolved by informal means, action will be taken as provided for in § 86.63.

(2) If, after an investigation pursuant to paragraph (c) of this section, it appears that action pursuant to paragraph (d) (1) of this section is not warranted, the Director will so inform each complainant, in writing, and will give each complainant the opportunity to submit additional information, orally or in writing. Such information will be reviewed promptly and the Director will notify the complainant, in writing, of what action appears to be warranted in light of the information.

(3) If after an investigation pursuant to paragraph (c) of this section or after action required by paragraph (d) (2) of this section, it appears that action pursuant to paragraph (d) (1) of this section is not warranted, the Director will so inform the recipient and each complainant, in writing.

(e) *Intimidatory or retaliatory acts prohibited.* Each recipient shall permit the Director to interview any of its students or employees without a representative of such recipient being present. No recipient or other person shall intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by section 901 of the Education Amendments of 1972 or this part, or because he or she has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this part. The identity of complainants will be kept confidential by the Department except to the extent necessary to carry out the purposes of this part, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder, or where otherwise required by law.

(Sec. 902, Education Amendments of 1972, 86 Stat. 374, 20 U.S.C. 1682)

§ 86.63 Procedure for effecting compliance.

(a) *General.* If there appears to be a failure or threatened failure to comply with this part, and if the noncompliance or threatened noncompliance cannot be corrected by informal means, compliance with this part may be effected by the suspension or termination of or refusal to award or continue Federal financial assistance in accordance with the procedures of paragraph (c) of this section or by any other means authorized by law. Such other means may include, but are not limited to, (1) a referral to the Department of Justice with a recommendation that appropriate proceedings be brought to enforce any rights of the United States under any law of the United States, or any assurance or other contractual undertaking, and (2) any applicable proceeding under State or local law.

(b) *Noncompliance with § 86.4.* If an applicant or recipient fails or refuses to furnish an assurance required under § 86.4 or otherwise fails or refuses to

comply with a requirement imposed by or pursuant to that section, Federal financial assistance may be refused in accordance with the procedures of paragraph (c) of this section. The Department will not be required to provide assistance in such a case during the pendency of the administrative proceedings under such paragraph except that the Department will continue assistance during the pendency of such proceedings where such assistance is due and payable pursuant to an application therefor approved prior to the effective date of this part.

(c) *Termination of or refusal to grant or to continue Federal financial assistance.* No order suspending, terminating or refusing to award or continue Federal financial assistance will become effective until (1) the Director has advised the applicant or recipient of its failure to comply and has determined that compliance cannot be secured by voluntary means, (2) there has been a finding on the record, after opportunity for hearing, of a failure by the applicant or recipient to comply with a requirement imposed by or pursuant to this part, and (3) 30 days have expired after the Secretary has filed with the committee of the House and the committee of the Senate having legislative jurisdiction over the program involved, a full written report of the circumstances and the grounds for such action. Any action to suspend or terminate or to refuse to award or continue Federal financial assistance shall be limited to the particular political entity, or part thereof, or other applicant or recipient as to whom such a finding has been made and shall be limited in its effect to the particular education program or activity or part thereof in which such noncompliance has been so found.

(d) *Other means authorized by law* No action to effect compliance by any other means authorized by law will be taken until (1) the Director has determined that compliance cannot be secured by voluntary means, (2) the recipient or other person and the complainant, if any, has been notified of the recipient's failure to comply and of the action to be taken to effect compliance, and (3) the expiration of at least 10 days from the mailing of such notice to the recipient or other person. During this period of at least 10 days additional efforts will be made to persuade the recipient or other person to comply with this part and to take such corrective action as may be appropriate.

(Secs. 902, Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682)

§ 86.64 Hearings.

(a) *Opportunity for hearing.* Whenever an opportunity for a hearing is required by § 86.63(c), responsible notice will be given by registered or certified mail, return receipt requested, to each affected applicant or recipient. This notice will advise such applicant or recipient of the action proposed to be taken, the specific provision under which the proposed action against it is to be taken, and the matters of fact or law asserted as the basis for this action, and either (1) fix a date not less than 20 days after the date of such notice within which the applicant or recipient may request, by certified or registered mail addressed to the Director, that the matter be scheduled for hearing or (2) advise such applicant or recipient that the matter in question has been set down for hearing at a stated place and time. The time and place so fixed will be subject to change for cause. A copy of this notice will be mailed by certified mail, return receipt requested, to each individual complainant, and to each organization or group which has filed a complaint on behalf of one or more individuals pursuant to § 86.62(b), and each such complainant, organization, or group will be advised of the time and place of the hearing. An applicant or recipient may waive a hearing and submit written information and argument for the record. The failure of an applicant or recipient to request a hearing for which a date has been set shall be deemed to be a waiver of the right to a hearing under section 902 of the Education Amendments of 1972 and § 86.63 (c) of this regulation and consent to the making of a decision on the basis of such information as may be filed as the record.

(b) *Time and place of hearing.* Hearings will be held before an administrative law judge designated in accordance with 5 U.S.C. 3105 and 3344. Hearings will be held at the offices of the Department in Washington, D.C., at a time fixed by the Director unless the administrative law judge determines that the convenience of the applicant or recipient or of the Department requires that another place be selected.

(c) *Participation as amicus curiae.* Each individual complainant, and each organization or group which has filed a complaint on behalf of one or more individuals, may petition the administrative law judge for leave to participate as *amicus curiae*, by giving testimony, by filing a brief, or both, in a hearing held pursuant to paragraph (a) of this section in any matter concerning which such complainant, organization, or group has filed a complaint pursuant to § 86.62(b). Such petition shall be made no more than 20 days after the date of the notice prescribed by paragraph (a) of this section. Leave to participate as *amicus curiae* shall be liberally granted.

(d) *Right to counsel.* In all proceedings under this section, the recipient shall have the right to be represented by counsel.

(e) *Procedures, evidence, and record.* (1) The hearing, decision, and any administrative review thereof shall be conducted in conformity with 5 U.S.C. 554–557 and in accordance with such rules of procedure as are proper (and not inconsistent with this section) relating to the conduct of the hearing, giving of notices subsequent to those provided for in paragraph (a) of this section, taking of testimony, exhibits, arguments and briefs, requests for findings, and other related matters. Both the Department and the recipient shall be entitled to introduce all relevant evidence on the issues as stated in the notice for hearing or as determined by the officer conducting the hearing at the outset of or during the hearing. Any person (other than a Government employee on official business) who, having been invited or requested to appear and testify as a witness on the Government's behalf, attends at a time and place scheduled for a hearing provided by this part, may be reimbursed for his or her travel and actual expenses of attendance in an amount not to exceed the amount payable under the standardized travel regulations to a Government employee traveling on official business.

(2) Technical rules of evidence shall not apply to hearings conducted pursuant to this part, but rules or principles designed to assure production of the most credible evidence available and to subject testimony to test by cross-examination shall be applied where reasonably necessary by the officer conducting the hearing. The hearing officer may exclude irrelevant, immaterial, or unduly repetitious evidence. All documents and other evidence offered or taken for the record shall be open to examination by the parties and opportunity shall be given to refute facts and arguments advanced on either side of the issues. A transcript shall be made of the oral evidence except to the extent the substance thereof is stipulated for the record. All decisions shall be based upon the hearing record and written findings shall be made.

(f) *Consolidated or joint hearings.* In cases in which the same or related facts are asserted to constitute noncompliance with this part with respect to two or more programs to which this part applies, or noncompliance with this part and the regulations of one or more other Federal departments or agencies issued under title IX, the Director may, by agreement with such other departments or agencies where applicable, provide for the conduct of consolidated or joint hearings, and for the application to such hearings of rules of procedures not inconsistent with this part. Final decisions in such cases, insofar as this regulation is concerned, shall be made in accordance with § 86.65.

(Sec. 902, Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682)

§ 86.65 Decisions and notices.

(a) *Decisions by administrative law judges.* Within 30 days after a hearing is held by an administrative law judge such administrative law judge shall either make an initial decision, if so authorized, or certify the entire record including his or her recommended findings and proposed decision to the reviewing authority for a final decision, and a copy of such initial decision or certification shall be mailed to the applicant or recipient and to the complainant, if any. Where the initial decision referred to in this paragraph or in paragraph (c) of this section is made by the administrative law judge, the applicant or recipient or the Department may within 20 days after is-

suance of the initial decision, file with the reviewing authority exceptions to the initial decision, with his or her reasons therefor. Upon the filing of such exceptions the reviewing authority shall review the initial decision and issue its own decision including the reasons therefor. In the absence of exceptions the initial tions the reviewing authority shall recision, subject to the provisions of paragraph (c) of this section.

(b) *Decisions on record or review by the reviewing authority.* Whenever a record is certified to the reviewing authority for decision or it reviews the decision of an administrative law judge pursuant to paragraph (a) or (c) of this section, the applicant or recipient shall be given reasonable opportunity to file with it briefs or other written statements of its contentions, and a copy of the final decision of the reviewing authority shall be given in writing to the applicant or recipient and to the complainant, if any.

(c) *Decisions on record where a hearing is waived.* Whenever a hearing is waived pursuant to § 86.64(a) the reviewing authority shall make its final decision on the record or refer the matter to an administrative law judge for an initial decision to be made on the record. A copy of such decision shall be given in writing to the applicant or recipient, and to the complainant, if any.

(d) *Rulings required.* Each decision of an administrative law judge or reviewing authority shall set forth a ruling on each finding, conclusion, or exception presented, and shall identify the requirement or requirements imposed by or pursuant to this part with which it is found that the applicant or recipient has failed to comply.

(e) *Review in certain cases by the Secretary.* If the Secretary has not personally made the final decision referred to in paragraph (a), (b), or (c) of this section, a recipient or applicant or the Department may, within 30 days after issuance of the final decision by the reviewing authority, request the Secretary to review such decision. Such review is not a matter of right and will be granted only where the Secretary determines there are special and important reasons therefor. The Secretary's decision to undertake or not to undertake review will be communicated in writing, within 30 days after such request, to each party, including *amicus curiae*, if any. The Secretary may grant or deny such request, in whole or in part. He or she may also review such a decision upon his or her own motion in accordance with rules of procedure issued by the Director. The Secretary's decision to undertake such review will be communicated in writing within 30 days after the issuance of the reviewing authority's decision, to each party, including *amicus curiae*. Failure of an applicant or recipient to file an exception with the reviewing authority or to request review under this paragraph shall not be deemed a failure to exhaust administrative remedies for the purpose of obtaining judicial review.

(f) *Final agency action for purposes of judicial review.* (1) Except as provided in paragraph (f)(2) of this section, a decision under this section will become the final decision of the Department and will constitute final agency action within the meaning of section 704 of title 5 of the United States Code in the following manner:

(i) A decision by an administrative law judge pursuant to paragraph (a) will become final on the 21st day after such decision is made, unless prior to such day review by the reviewing authority has been requested.

(ii) A decision by the reviewing authority pursuant to paragraph (b) of this section will become final on the 31st day following its issuance unless review by the Secretary is requested prior to such day under paragraph (e) of this section, or unless the Secretary undertakes review on his or her own motion prior to such day under paragraph (e) of this section; or on the 31st day following a request that the Secretary review such decision under paragraph (e) of this section, unless the Secretary prior to such day grants such review.

(iii) A decision of the Secretary under paragraph (c) of this section will become final on the day following its issuance.

(2) A decision to terminate or to refuse to grant or continue Federal financial assistance, which would otherwise constitute the final decision of the Department and final agency action pursuant to paragraph (f)(1) of this section, shall not constitute such action until the Secretary transmits it as such to the appropriate Congressional committees with the report required under section 902 of the Education Amendments of 1972.

(g) *Content of orders.* The final decision may provide for suspension or termination of, or refusal to grant or continue Federal financial assistance, in whole or in part, to which this part applies, and may contain such terms, conditions, and other provisions as are consistent with and will effectuate the purposes of title IX and this part, including provisions designed to assure that no Federal financial assistance to which this part applies will thereafter be extended to the applicant or recipient determined by such decision to be in default in its performance of an assurance given by it pursuant to this part, or to have otherwise failed to comply with this part unless and until it corrects its noncompliance and satisfies the Director that it will fully comply with this part.

(h) *Post-termination proceedings.* (1) An applicant or recipient adversely affected by an order issued under paragraph (f) of this section shall be restored to full eligibility to receive Federal financial assistance if it satisfies the terms and conditions of that order for such eligibility or if it brings itself into compliance with this part and provides reasonable assurance that it will fully comply with this part.

(2) Any applicant or recipient adversely affected by an order entered pursuant to paragraph (g) of this section may at any time request the Director to restore fully its eligibility to receive Federal financial assistance. Any such request shall be supported by information showing that the applicant or recipient has met the requirements of paragraph (h)(1) of this section. If the Director determines that those requirements have been satisfied, he or she will restore such eligibility.

(3) If the Director denies any such request, the applicant or recipient may submit a request for a hearing in writing, specifying why it believes such official to have been in error. It shall thereupon be given an expeditious hearing, with a decision on the record, in accordance with rules of procedure issued by the Director. The applicant or recipient will be restored to such eligibility if it proves at such hearing that it satisfied the requirements of paragraph (h)(1) of this section. While proceedings under this paragraph are pending, the sanctions imposed by the order issued under paragraph (f) of this section shall remain in effect.

(4) The pendency of any proceeding under this paragraph shall not lift or stay the sanctions imposed by the order issued under paragraph (g) of this section.

(Sec. 902, Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682)

§ 86.66 Judicial review.

Action taken pursuant to section 902 of the Education Amendments of 1972 is subject to judicial review is provided in section 903 of the Amendments.

(Sec. 902, Education Amendments of 1972, 86 Stat. 374; 20 U.S.C. 1682)

[FR Doc.74-14197 Filed 6-19-74;8:45 am]

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

[45 CFR Part 86]

EDUCATION PROGRAMS

Nondiscrimination on the Basis of Sex

The Department published on June 20, 1974, a notice of proposed rulemaking to add Part 86 to the Departmental regulation to effect Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 *et seq.*) with regard to Federal financial assistance administered by the Department. The purpose of the present notice is to invite public comment on proposed additional language to clarify § 86.34(a) of the proposed regulation relating to nondiscrimination in course offerings.

As proposed, section 86.34(a) reads as follows:

(a) *Course offerings.* A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Immediately after the text of the proposed regulation was made public on June 18, 1974, the Department received numerous inquiries as to whether § 86.34(a) permitted elementary and secondary schools to present separately to boys and girls brief presentations in the area of sex education. Although the language of the proposed regulation precludes such separation, I have not intended it to do so in the area of sex education. Sex education is perhaps the only area of instruction in which the subject of instruction necessarily deals explicitly with the sexual functions. In view of personal and parental attitudes concerning the subject, and because rights of privacy on these matters, desired by both students and their parents may well be invaded by requiring mixed classes on sex education, school administrators, for reasons not applicable to other subjects, might properly decide that some of or all of such sessions be conducted separately for boys and girls. In order that the public may have an opportunity to comment on specific language in this connection, I hereby give notice that I propose to insert in the final regulation, when published, a proviso at the end of the present text of proposed § 86.34 to read as follows:

Provided, **That elementary and secondary schools' sessions involving sex education may be conducted for boys and girls separately.**

Comments on the language here proposed will be considered along with other comments on the proposed regulations received before October 15, 1974. Comments received after that date will be considered until the regulation is prepared in final form. The proposal may be changed in light of comments received.

Part 86, together with this proposed change in language thereof, is proposed under the authority of section 902 of the Education Amendments of 1972 (20 U.S.C. 1682).

Dated: July 8, 1974.

CASPAR W. WEINBERGER,
Secretary.

[FR Doc.74-16049 Filed 7-11-74;8:45 am]

APPENDIX G-4

Handbook, "A Guide for Women: The Law and Employment"

Cogent Associates
575 Ewing Street
Princeton, N.J. 08540

A pamphlet designed to inform women of their basic rights and responsibilities in the world of work.

APPENDIX H

WORKSHOP EVALUATION

Appendix H

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

EVALUATION

DID THE WORKSHOP:	VERY WELL	TO SOME DEGREE	NOT TO WELL
1. Make you more aware of sex-stereotyping in career planning?			
2. Give you information about how equal educational opportunity legislation applies to career education and/or career counseling?			
3. Provide you with sufficient information to evaluate programs and materials for sex-bias?			
4. Help you develop some practical ideas on how to combat sex-role stereotyping in career selection?			
5. Acquaint you with materials and other resources to use in providing programs to combat sex-role stereotyping in career education?			

COMMENTS/SUGGESTIONS:

GUIDE EVALUATION

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

	VERY WELL YES	TO SOME DEGREE	NOT TO WELL/NO
1. Was the format of the guide easy to use?			
2. Did the guide provide you with all essential information?			
3. Did the guide provide enough flexibility to meet your needs?			

ADDITIONAL COMMENTS: